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ABSTRACT

The Accelerated Learning Program (ALP) is the major initiative that the Wake County Public School System (WCPSS), North Carolina, is using to help all students reach grade level performance in reading and mathematics. This report focuses on student participation rates and the impact of the ALP program. Data are from a variety of sources. In the 2000-2001 school year, the second year of operation, the program expanded from grades 3-8 to K-12. The ALP K-2 early literacy program was funded through local funds and Title 1. No Mathematics support was available from ALP at these grade levels. At grades 3-8, the ALP program was funded by state and local funds, and the high school program was funded locally, and only a half year of services were offered. The Program served 3,375 students at the K-2 level (46% of those identified with special needs), 7,325 at the 3-8 level (73% of eligible students), and 784 (of 3,000 with demonstrated need) at the high school level. In the early grades, the effects of ALP was less clear than at grades 3-8, where changes in both growth and performance support the effectiveness of ALP and other assistance. Findings suggest that reading achievement gains are lower if teachers try to provide ALP help both within and outside of the school day. At the high school level, too few students were served to make any comparisons meaningful. Attachments contain four tables of achievement and participation information and a glossary. (Contains 4 tables, 45 figures and 5 references.) (SLD)

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# THE ACCELERATED LEARNING PROGRAM (ALP) 2000-01:

# STUDENT PARTICIPATION AND EFFECTIVENESS

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# THE ACCELERATED LEARNING PROGRAM (ALP) 2000-01: STUDENT PARTICIPATION AND EFFECTIVENESS

***REPORT SUMMARY***

## PROGRAM OVERVIEW

The Accelerated Learning Program (ALP) is the major initiative that the Wake County Public School System (WCPSS) is using to help all students reach grade level performance in reading and math. In 2000-01, ALP's second year of implementation, the program expanded from grades 3-8 to K-12.

**K-2:** The ALP K-2 Literacy Program was funded through local and Title I funds. The program's goal was to provide early intervention to students performing below grade level in literacy. No special math support was available at K-2.

The program served 3,375 (46%) of the 7,313 students identified with needs based on reading book level standards and other assessments. Service was provided during the regular instructional day. The program utilized materials (primarily nonfiction) published by Early Connections; the program incorporated seven components of literacy in a fast-paced 30-to 45-minute lesson.

**3-8:** The ALP program at grades 3-8 was funded through local and state funds. Funding formulas were adjusted to provide funding per child in need *plus* an allotment for schools with higher concentrations of low-income students (challenged schools). At grades 3-8, ALP was specifically designed to help WCPSS meet its overall achievement goal. This goal is that by spring 2003, 95% of WCPSS students will score at or above grade level as measured by the North Carolina End-of Grade (EOG) tests in reading and mathematics.

Students who scored below grade level were offered up to 22 days of additional instruction through trained instructors (preferably teachers) in small groups (of 15 or fewer students) during the school year. Overall, most eligible students participated in ALP (~~7,325~~ or 73%). Most service was provided outside of the regular school day, with less than one third of the hours provided during the school day. Most of those who chose not to participate in ALP received other forms of assistance, e.g., Special Education, Title I, Language Arts Resource Teachers, English as a Second Language (ESL), Project SOAR, Support Our Students (SOS), Communities in Schools (CIS), or private tutoring.

A new Summer Academy was also available to students who still scored at Levels I or II on the EOG in spring of 2001 as part of implementing new Student Accountability Standards.

**9-12:** The high school program was designed to support students at risk of not meeting graduation requirements. The program was funded locally in November, but funding was not secure past the end of the fiscal year. High schools reported difficulty in hiring a program coordinator under these conditions, and service did not begin until January or later.

Most high schools provided services to students (78% of schools) and teachers (60%) in 2000-01, with some services for other staff and parents. Overall, 784 of the 3,000 students with demonstrated needs (based on test scores) were provided some assistance. Those served were commonly provided help with basic reading and math skills and/or with specific courses.

This report focuses on student participation rates and the impact of the ALP program. More detail on the nature of services provided through ALP is available in E&R Report 01.36.

## KEY FINDINGS

**ALP K-2 Literacy Program**

In terms of implementation, the program required fairly extensive training, some materials were late in arriving, and teachers found it a challenge to fit all lesson components into the lesson time. However, by spring, 95% of the K-2 literacy teachers surveyed indicated that ALP II was a good way to improve literacy skills for struggling students. About two thirds thought it was better than what they used in the past.

In terms of impact, average growth in book level (a measure of fluency and understanding) was examined for students who initially scored below book level standards.

- Students in grade 2 who were served through the ALP program showed greater average growth in reading book level status than those not involved.
- However, those served in the ALP program at grade 1 showed less average growth in book levels than those not served.

One finding of concern is that 561 students who scored *above* the system's grade level standards were served in K-2 ALP. Some had been retained. On the average, these higher achieving students showed less growth than the other students served. Given that less than half of the system's students who scored *below* grade level were served, decisions about serving the students with higher initial achievement should be considered very carefully.

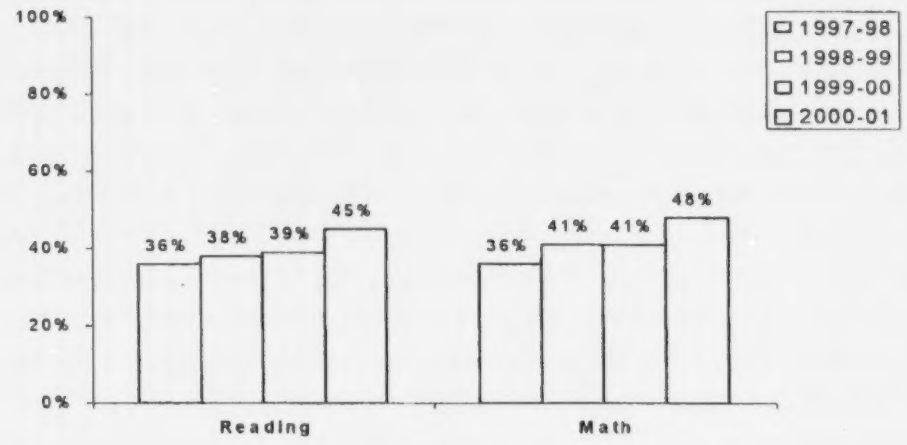
Publishers of the program materials are conducting additional analyses, which include other outcome measures. The results available thus far are inconclusive. It is unclear whether results will improve in 2001-02 as teachers become more comfortable with the approach or whether the program is more effective with second graders. Collaboration with the classroom teacher has been expanded this year, which could also make a positive difference.

**ALP 3-8**

***Changes in both growth and performance support the effectiveness of ALP and other assistance at grades 3-8:***

- Students in grades 3-8 scoring in Level I and II have shown improved growth since ALP began. Level I and II students showed exemplary growth on the ABCs at both the elementary and middle school levels in spring of 2001. (Elementary students initially scoring at Level I or II also showed exemplary progress in 2000.) Exemplary growth will be necessary for these students to reach grade level.
- In 2000-01, the percentage of Level I and II students that were able to reach grade level achievement was 45% in reading and 48% in math. This was an improvement over 1999-00 in both subjects (when 39% improved in reading and 41% in math).
- Fewer students also dropped from grade-level to below-grade-level achievement, from about 6% to 4.5%. These improved patterns brought a net increase of 1,465 students scoring at grade level or above in reading and 850 in math, double the net increase in 1998-99.

**Percentage of Students Moving Up to Grade Level**




ALP has expanded the system's capacity for service so that all students at grade level 3-8 scoring below grade level can be offered assistance. (In 1998-99, grants and locally funded programs were only able to serve 54% of the low achieving students.)

Both students served in ALP and those students not served made strong gains, exceeding state ABC exemplary in most grades. At grades 7 and 8, gains for students served through ALP were significantly greater than for students served in other ways. Gains were similar for the two groups at most other grades, with the exception of grade 3, where students served through ALP gained less than those not served. The lower reliability of the third grade pretest may have contributed to these results, along with instructional practices such as curriculum pacing, coordination across teachers, lack of sufficient grouping, etc.

Further analyses examined the achievement of students just above the scale score cut points for Level II versus Level III. Most students (at least 75%) who scored close to the cut scores were able to maintain at least Level III scores. However, those within four points of the cut points were more likely to show a decline in level scores than students with higher scores, representing about 60% of those who dropped from Level III or IV to Level I or II. Schools were able to support some low level students in ALP (about 16% in reading and 24% in math) within current funding formulas.

An analysis of systemwide student gains does not suggest any changes in current practices for instructors used, group sizes, and hours provided. Findings do suggest that elementary students' *reading* gains are lower if schools try to provide extra help through ALP both during and outside of the school day. At the middle school level, providing ALP during the school day *in math* seemed optimal in promoting the strongest achievement growth.

Comparisons of practices in schools with the highest and lowest gains for low achieving students do suggest some optimal practices. Elementary and middle schools with the strongest growth, compared to those with the lowest growth, tended to:

- Use more instructional strategies (especially curriculum mapping),
- Have steady attendance in ALP throughout the year, and
- Report fewer problems in recruiting staff than schools with lower growth.

"High growth" elementary schools had a lower concentration of Level I and II students on their campus, and mentioned frequent assessment of students as characteristic of their programs. Strong middle schools, in comparison with lower growth middle schools, offered ALP at more than one time of day, offered ALP throughout the year, teamed across grade levels, and had extended advisories or team time more often.

**ALP 9-12**

School ALP coordinators were asked what impact they expected to see from the high school ALP program given the late implementation dates.

- All schools expected ALP to impact students' minimum competency test scores and course grades.
- More than 80% expected an impact on End-of-Course test scores, attitudes towards school, and chances of graduating. About 75% expected improved attendance.

Because of the limited service provided through ALP at the high school level in 2000-01, we limited our analysis to minimum competency scores. Analyses showed that few (9%) of the students who had not met the competency standard were served through ALP. Those who had not passed the minimum competency test who were *not* served through ALP were equally likely to pass the tests by spring 2001 as those served (28-30% in each group). It is probable that many of those not served through ALP were served in another way.

*Thus, results for grades 3-8 look quite strong (with the exception of grades 3 and 6). The new K-2 program showed mixed results and the new 9-12 program (which only began mid-year) demonstrated no impact.* Often first-year programs show less impact, so we hope to see improvement next year at K-2 and 9-12.

# THE ACCELERATED LEARNING PROGRAM (ALP) 2000-01: STUDENT PARTICIPATION AND EFFECTIVENESS

## *TABLE OF CONTENTS*

**Page**

Executive Summary ..... i

Table of Contents

Introduction ..... 1

ALP Participation K-12 ..... 3
- Participation 3-8 ..... 4

ALP K-2 Programs ..... 9
- Eligibility and Participation
- Staff Feedback on Implementation
- Staff Feedback on Effectiveness
- Impact on Student Achievement

ALP 3-8 ..... 16
- Achievement Trends for Level I and II Students
- Longitudinal Follow-Up
- Overall Results Relative to ABC Standards

ALP 3-5 Programs ..... 26
- Student Eligibility and Participation
- Attendance
- Successes and Challenges
- Impact of New Retention Policy on Attendance
- Impact on Student Achievement
- Factors Leading to Greatest Achievement Gains

ALP 6-8 Programs ..... 37
- Student Eligibility and Participation
- Attendance
- Successes and Challenges
- Impact on Student Achievement
- Factors Leading to Greatest Achievement Gains

ALP 9-12 Programs ..... 47
- Student Eligibility and Participation
- Student Attendance
- Successes and Challenges
- Anticipated Outcomes
- Student Achievement Outcomes

References

Attachments

# *Introduction*

## EVALUATION PLAN

This E&R evaluation provides data addressing two basic policy questions:

- Are low-performing WCPSS students progressing towards grade-level performance?
- Is the Accelerated Learning Program (ALP) contributing to improvement of achievement for WCPSS low performers (beyond that of other assistance available)?

The first question addresses overall improvement in the performance of low achievers (regardless of what type of help they received); the second focuses on the impact of ALP specifically.

In order to be timely in releasing information on ALP, we are providing results in two reports. The first ALP report, released in July 2001, focused on how ALP funds were used in 2000-01—allocations and program structures. Specific questions addressed were:

- What services were available to students considered below grade level?
- How was ALP designed and implemented?

This second report focuses on student eligibility, participation, staff perceptions of program success, and student achievement outcomes. Specific questions addressed include:

- How many and which students were considered below grade level? Were all eligible for assistance (K-8)?
- How many students participated in ALP and other programs?
- What was the attendance rate for students in ALP (grades 3-8)?
- What was the impact of ALP and other services on the achievement of students who were low achieving in general?
- What was the impact of ALP compared to other services for these students (grades 3-8)?
- What program-related factors led to the greatest gains for low-achieving students systemwide (grades 3-8)?
- What school-related factors led to the greatest gains for students (grades 3-8)?

## DATA SOURCES

Key data sources referenced are shown in the following table.

| Data Source | Description |
|---|---|
| Comprehensive Student Roster | Subject areas of ALP service for all eligible students in grades 3-8, collected in spring 2001. Responses were received from every school, although no information was provided for a few students. |
| Individual Student Assistance Form | In spring, 2001, we also requested more complete information on how a sample of 1,850 students was served through ALP at grades 3-8. The response rate was 84%. |
| ALP Feedback Form | Spring updates on school programs and feedback on effectiveness (all grade levels). |
| Data Capture Sheets | Literacy and math assessment profile status for students in K-5. |
| Site visits | Visits to two schools who had the best gains for Level I and II students at the elementary level in 1999-2000. |
| EOG Results Bulletin | Official results on End-of-Grade (EOG) tests by level. |
| ABC Analyses | Information on growth of students by school and level based on state regression analyses. |
| Competency Test Results | High school student success in reaching this graduation requirement after scoring below grade level in spring 2000 in reading and/or math. |
| Title I Records | Information on students with needs and served through the K-2 literacy program (collected by Title I and provided to us via the mainframe computer files). |

## ANALYSES

Both qualitative and quantitative analyses are being utilized. Many analyses are descriptive in nature, with regression analyses used to assess various aspects of the effectiveness of the ALP programs on student progress. More complex data analyes are described in the appropriate sections.

## ALP COMMUNITY PROGRAM AND SUMMER ACADEMY

Results of the ALP Community Program were not analyzed separately because students were generally also served in other ways and the number of students involved was limited. It would be very difficult to determine whether the community program was the cause of outcomes found.

WCPSS offered a summer school program as part of ALP at grades 3-8 this past summer. Results of this program are forthcoming in another E&R report (02.07).

## *ALP PARTICIPATION K-12*

Criteria for determining which students needed instructional assistance varied by grade span as shown below.

**K-2:** Overall, more than 7,000 students scored below grade-level standards on WCPSS literacy profiles from spring 2000. Through additional assessments, literacy teachers identified 5,567 students as most in need in the 3-8 Title I schools. In addition, 3,446 students scored low on WCPSS math observation profiles but funds were insufficient to offer extra assistance to any of these students.

**3-5 and 6-8:** At grade 3, students were eligible if they showed WCPSS literacy profile scores below a book level of 23-24 or math profile scores below grade level in two or more of the four math strands. At grades 4-8, students scoring below grade level in reading and math on EOG in spring 2000 plus about 230 with low performance based on other criteria were eligible. Special education students not tested on EOG previously were also eligible, since the new EOG testing requirement was that all should be tested with the standard EOG or an alternative format (computer adaptive, checklist, or portfolio).

**9-12:** Eligibility counts were based only on those who scored below grade level on EOG in 8th grade plus those low on the High School Comprehensive Test from grade 10. This is a low estimate, and does not reflect students who did not meet other graduation requirements or had other factors putting them at risk of not graduating. Schools also were allowed to serve other students at risk of not graduating.

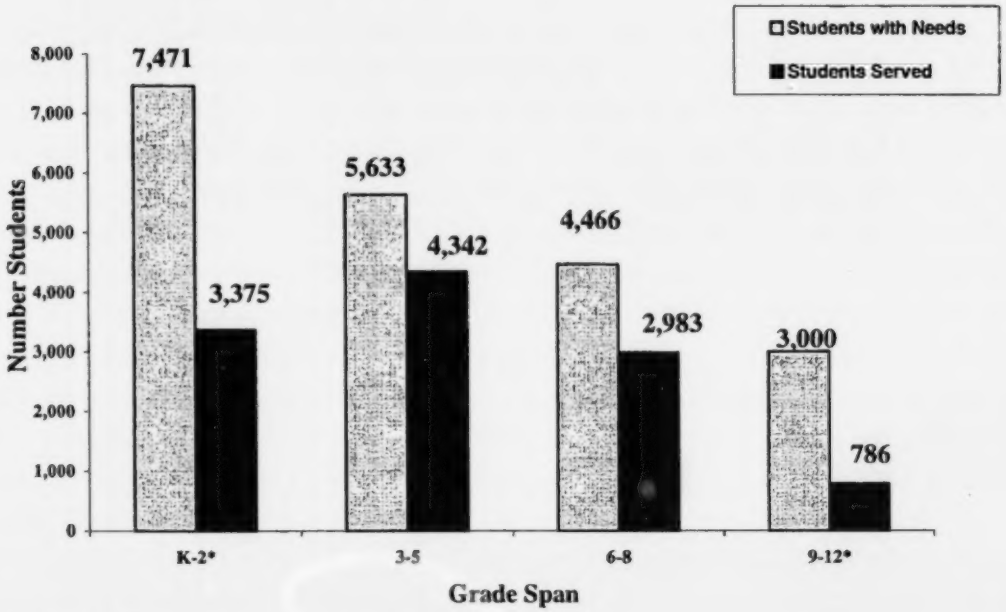
Several participation trends are illustrated in the next figure:

- The number of students identified as in need of assistance declines across grade levels. This is partly a function of varying criteria (especially at 9-12), but also reflects bringing students up to grade level (especially across grades K-8).

- Participation in ALP was greatest at the 3-5 grade span, with more than 4,000 participants (70% of those eligible). Middle school participation was nearly 3,000, or 67% of those eligible. Participation at grades 3-8 was tied more closely to retention decisions than at the other grade spans. Although not specifically required to avoid retention, it was strongly encouraged as a support to bring students to grade level (thereby preventing retention) and was considered in making retention decisions for those who did not reach grade level. (Summer school participation was also considered in retention decisions.)

- At grades K-2 and 9-12, participation was 46% and 26%, respectively. The reason for lower participation at K-2 was capacity, with Title I and local funding insufficient to serve all those with possible needs. At the high school level, late funding (November) and difficulty in hiring were cited as impacting the number of students served.

**Figure 1**
**Numbers of Students with Needs and Students Served through ALP, 2000-01**




NOTE 1: At K-2 only, literacy service was available, but not math.
NOTE 2: At grades 9-12, needs estimate is based only on 8th-grade scores and High School Comprehensive Test; thus, this is a low estimate.

## ALP PARTICIPATION 3-8

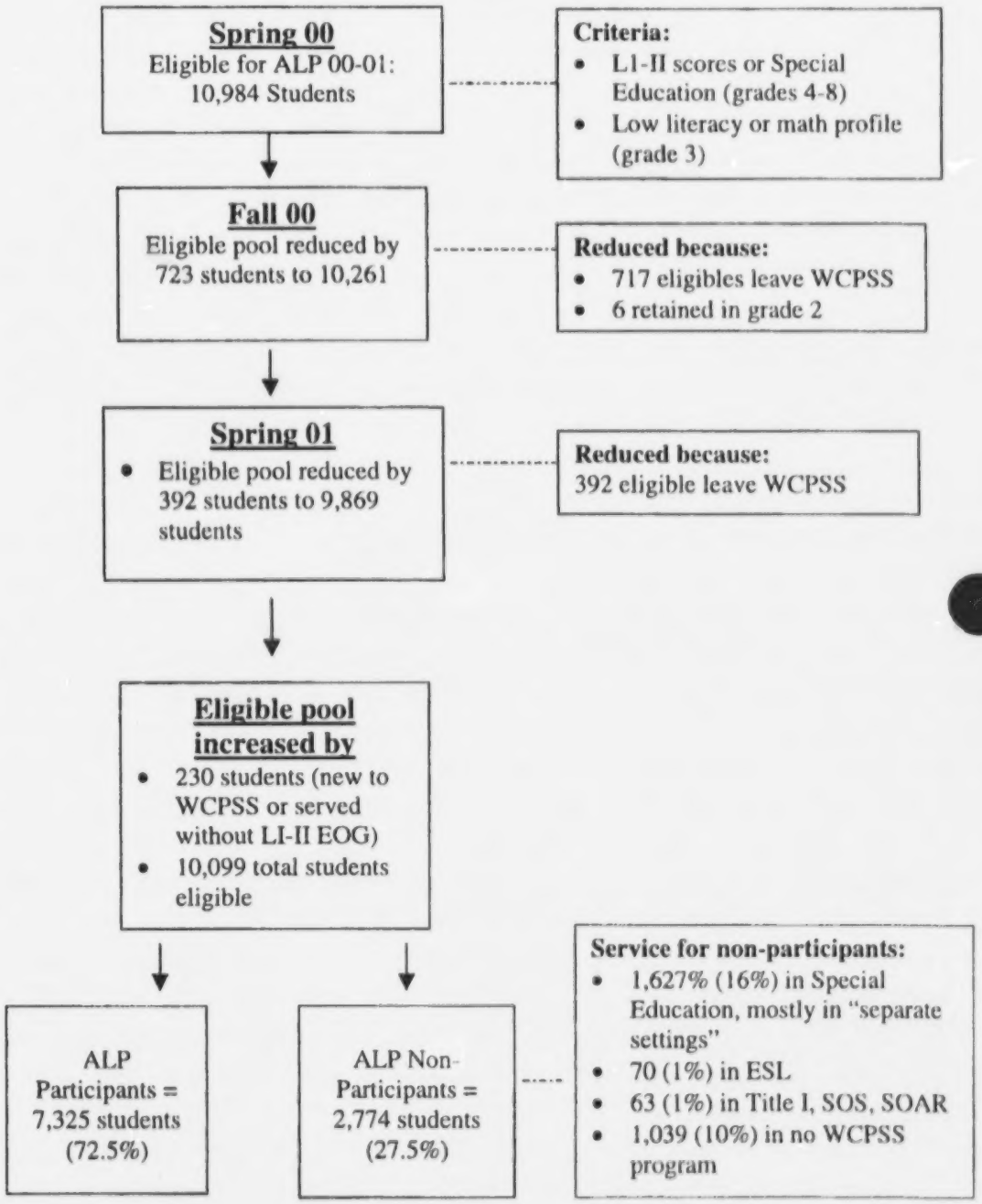
More detail is available about eligibility and participation at grades 3-8. As the following figure illustrates, 10,984 students initially were eligible as of spring 2000 (compared to 10,464 in spring 1999). More students were technically eligible compared to spring 1999 because eligibility rules were adjusted to include all special education students not tested on the EOG. This was done in response to a change in state rules, which required testing with some form of the EOG for all special education students (standard test, computer adaptive test, checklist, or portfolio). Students assessed with the checklist or portfolio form of the EOG test were less likely to be instructed on the standard course of study at grade level, and therefore likely to want to participate in ALP. However, there was no way to predict which students to exclude, so all were therefore counted in eligibility counts.

The reason that counts were higher is that the growth in eligibility was a change in EOG exemption rules. No special education students were exempt from EOG this year; instead, they were expected to take alternative forms of the tests. All special education students were made eligible for ALP, even if they did not have prior scores on EOG.. Two hundred and thirty students were added to the original eligibility count because they were new to the system or in need based on school assessments. (Schools were allowed to add extra students if there was room in their program once those eligible were invited to attend.) On the other hand, 621

students left WCPSS during the school year. As of spring, 2001, when we asked for data sheets on all eligible students, 10,099 students were enrolled and eligible to participate in the Accelerated Learning Program. Of these, 7,325 (72.5%) participated in ALP; 2,744 (27.5%) did not. Most of those who opted not to participate in ALP were served through another WCPSS program (only 10%, or about 1,000 students, were not).

The overall allocation for the ALP program at grades 3-8, including the challenged schools, school grant, and community components, was $6,805,211. With service to 7,325 students, the cost per student was $929.

**Figure 2**
**ALP 3-8 Eligibility and Participation 2000-01**


Spring 00
Eligible for ALP 00-01: 10,984 Students
Criteria:
• L1-II scores or Special Education (grades 4-8)
• Low literacy or math profile (grade 3)
Fall 00
Eligible pool reduced by 723 students to 10,261
Reduced because:
• 717 eligibles leave WCPSS
• 6 retained in grade 2
Spring 01
• Eligible pool reduced by 392 students to 9,869 students
Reduced because:
392 eligible leave WCPSS
Eligible pool increased by
• 230 students (new to WCPSS or served without LI-II EOG)
• 10,099 total students eligible
ALP Participants = 7,325 students (72.5%)
ALP Non-Participants = 2,774 students (27.5%)
Service for non-participants:
• 1,627% (16%) in Special Education, mostly in "separate settings"
• 70 (1%) in ESL
• 63 (1%) in Title I, SOS, SOAR
• 1,039 (10%) in no WCPSS program

The following figure provides information on the percentage of students eligible for ALP who had certain characteristics and their rate of participation (or service) in the program. Compared to WCPSS overall, Black and low-income students were over-represented in those eligible for the program, a trend that has been found over time. Of those eligible based on test performance:

- 58% were Black, with 46% of other ethnic backgrounds,
- 2.3% were in English as a Second Language (ESL) programs,
- 54% were male and 46% were female,
- 43% received special education services, and
- 50% were low income (based on free- or reduced-price lunch eligibility).

**Figure 3**

**ALP 3-8 Percentage of Students Eligible and Participating, with Comparative Characteristics to WCPSS Overall**

| Ethnicity | ALP 3-5 | | ALP 6-8 | | ALP 3-8 | | % of K-12 Population |
|---|---|---|---|---|---|---|---|
| | Eligible | Participating | Eligible | Participating | Eligible | Participating | |
| White | 33.1 | 30.8 | 31.1 | 29.5 | 32.2 | 30.5 | 63.2 |
| Black | 55.7 | 58.0 | 60.0 | 61.6 | 57.6 | 57.5 | 26.2 |
| Hispanic | 7.5 | 7.5 | 5.9 | 5.4 | 6.8 | 6.7 | 4.6 |
| Asian | 1.6 | 1.4 | 1.6 | 1.8 | 1.6 | 1.6 | 3.9 |
| Native American | 0.2 | 0.3 | 0.2 | 0.1 | 0.2 | 0.2 | .2 |
| Multi/Other | 2.0 | 2.0 | 1.1 | 1.1 | 1.6 | 1.6 | 1.8 |
| | | | | | | | |
| ESL | 3.0 | 2.7 | 1.5 | 1.5 | 2.3 | 2.2 | 3.4 |
| | | | | | | | |
| Male | 54.2 | 53.0 | 56.9 | 55.9 | 55.4 | 54.2 | 51.0 |
| Female | 45.8 | 46.0 | 43.1 | 44.1 | 44.6 | 45.8 | 49.0 |
| | | | | | | | |
| FRL | 51.8 | 52.0 | 50.2 | 47.6 | 51.0 | 50.2 | 20.0 |
| Non-FRL | 48.2 | 48.0 | 49.9 | 52.5 | 49.0 | 49.8 | 80.0 |
| | | | | | | | |
| Special Education | 41.6 | 36.0 | 45.4 | 39.3 | 43.3 | 37.3 | 13.5 |
| | | | | | | | |
| **Total Counts** | **5,634** | **4,342** | **4,465** | **2,983** | **10,099** | **7,325** | **97,728** |

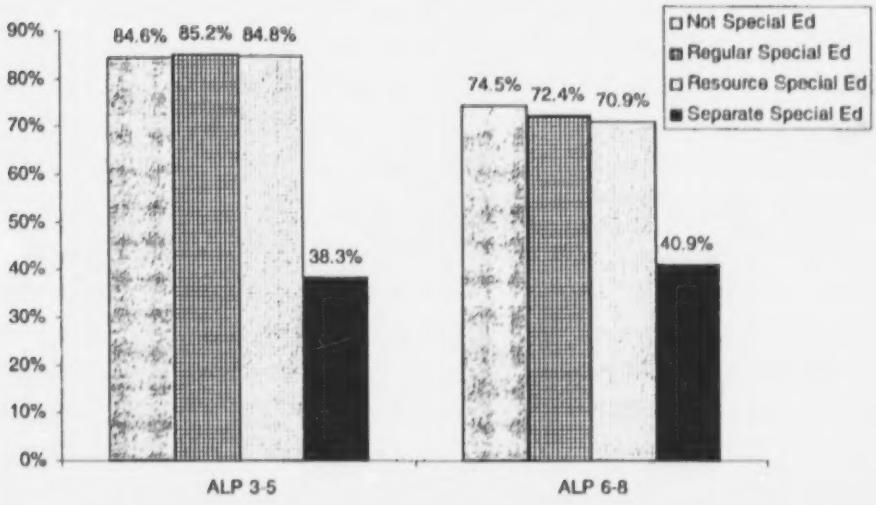
Note: Participation as of spring 2001. Percentage of population is from 20th-day counts, fall 2000.

The following figure also shows that participation rates mirrored eligibility rates closely for ethnicity, ESL, gender, and income. For example, about half of the students eligible and participating in ALP were low income and about half were not. Special education participation (37% of those served) was slightly lower than the percentage eligible for service (43%). On

closer examination, the lower participation rate was for students receiving special education in separate settings. These students also generally have the greatest special learning needs.

**Figure 4**

**Percentage of Special Education Students Participating in ALP**




The figure below shows that participation rates were generally higher at elementary than middle schools, with the highest participation at grade 4 and the lowest at grade 8.

**Figure 5**

**ALP 3-8 Eligibility and Participation by Grade**

| GRADE | # Eligible | # Participating | % Participating |
|---|---|---|---|
| 3 | 2,062 | 1,538 | 74.6 |
| 4 | 1,894 | 1,521 | 80.3 |
| 5 | 1,678 | 1,283 | 76.5 |
| **3-5** | **5,634** | **4,342** | **77.1%** |
| 6 | 1,515 | 1,036 | 68.4 |
| 7 | 1,732 | 1,173 | 67.7 |
| 8 | 1,218 | 774 | 63.6 |
| **6-8** | **4,465** | **2,983** | **66.8%** |
| **TOTAL 3-8** | **10,099** | **7,325** | **72.5%** |

Of the 7,325 participants, most participated in programs in both reading (6,634 or 91%) and math (6,006 or 82%). (Some students did not score low in both subjects.)

# *K-2 Literacy Program*

## ELIGIBILITY AND PARTICIPATION

Research suggests that early intervention is key if we are to succeed long-term with at-risk students. In WCPSS, assistance was expanded in literacy at the K-2 level. In prior years, only Title I and special education provided literacy assistance at these levels. The K-2 Literacy program was funded through Title I and the local budget.

Service was provided only in literacy, although math is also a system priority. This decision was based on the amount of funds available, WCPSS data showing that more students had needs in literacy, and the staff's belief that students cannot succeed in any subject without strong reading skills. Overall, 7,471 students K-2 scored below WCPSS guidelines for grade-level performance. Most students (7,313) showed needs in literacy. Literacy needs for grades 1 and 2 were based on the reading book-level portion of the school system's Literacy Profiles as of spring 2000. Kindergarten needs were based on the literacy items in the fall 2000 Kindergarten Initial Assessment. In math, 3,446 students in grades 1 and 2 demonstrated needs based on WCPSS math observation profiles by scoring below grade level in two or more of the four math strands in spring 2000.

The K-2 Literacy program considered students' status on the book-level measure as well as other criteria based on multiple rankings by class in formally assessing student needs. Most schools (69 of 78) received at least part-time services of a teacher; some had the services of more than one. Teachers in the 38 Title I schools found 5,567 students with needs based on the multiple criteria teachers used. Overall, 3,375 were served: 46% of those estimated to have needs based on book level proficiency.

**Figure 6**

**ALP K-2 Students with Needs and Served in Literacy and Math**

| Characteristic | # Students with Needs | # Served | % Served |
|---|---|---|---|
| **Literacy** | | | |
| K | 2,289 | 435 | 19% |
| 1 | 2,838 | 1,724 | 61% |
| 2 | 2,186 | 1,215 | 56% |
| **TOTAL** | **7,313** | **3,375*** | **46%** |
| **Math** | | | |
| 1 | 1,612 | 0 | 0% |
| 2 | 1,834 | 0 | 0% |
| **TOTAL** | **3,446** | **0** | **0%** |

Source: Grades 1 and 2 needs based on spring 2000 WCPSS Literacy and Math Profiles. Kindergarten needs based on 20 literacy items in the kindergarten initial assessment. Based on the full instrument, 2,447 students showed needs overall.

* One student served was in special education and was not assigned a grade level.

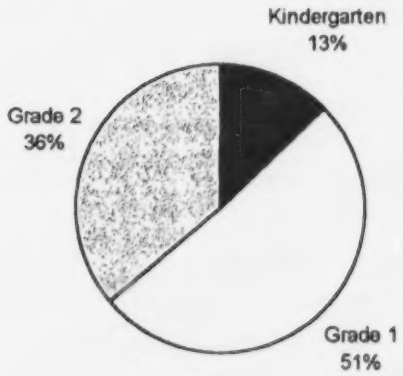
The K-2 Literacy program utilized both full-time and part-time staff. Overall, 110 full-time-equivalent (FTE) teachers taught in the program to serve the 3,375 participants. Students were taught in small groups. The number of students taught per FTE teacher averaged 30.7.

## Participation by Ethnicity and Gender

A higher percentage of those with needs in literacy were served at the 1st and 2nd grades than in kindergarten (see Figure 6). Among those served, first graders represented half (51%) of the participants, with kindergarteners representing only 13%.

**Figure 7**

**ALP K-2 Students Served, by Grade**
**(N = 3,374)**




NOTE: One additional student without a grade-level assignment was served.

The following chart compares the percentage of students in need with the percentage served, disaggregated by ethnicity and gender. Although Black and White students were as likely to have needs, Black students were somewhat more likely to receive services. The percentage of students with needs matched those served more closely for the other ethnic groups. In terms of gender, the percentage of boys in girls in need was fairly even, but the percentage served was slightly higher for boys than girls.

**Figure 8**
**ALP K-2 Literacy Program Service Compared to Students in Need by Ethnicity and Gender**

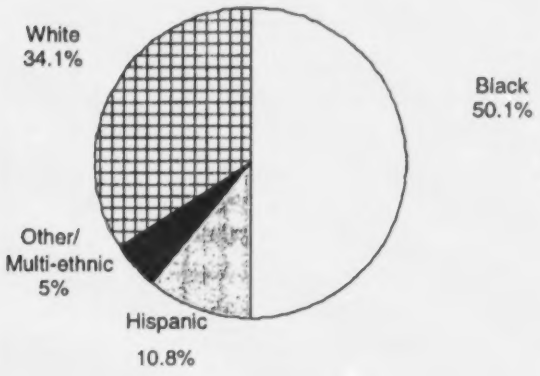
| Group | % in Need | # Served | % of Served |
|---|---|---|---|
| Black | 39% | 1,692 | 50% |
| Hispanic | 14% | 365 | 11% |
| White | 40% | 1,149 | 34% |
| Other/Multi-ethnic | 7% | 168 | 5% |
| | | | |
| Female | 49% | 1,455 | 43% |
| Male | 51% | 1,919 | 57% |

N = 3374

In terms of the overall composition of students in the K-2 ALP Literacy program, about half of those served were Black, one third White, 11% Hispanic, and 5% other ethnicities or multi-racial.

**Figure 9**

**ALP K-2 Students Served, by Ethnicity (N = 3,374)**




The following table displays the number of students simultaneously by gender, ethnicity, and grade. This table shows that boys were more likely to receive ALP services, particularly in first grade, where 41.3% of students were female and 63.9% were male. Black students appeared to be more likely to receive assistance early. Blacks represented 60.5% of those receiving ALP services in kindergarten, compared to 46.9% at first grade and 51.1% at second grade.

**Figure 10**

**Characteristics of K-2 Students in ALP 2000-01 by Ethnicity and Gender (N = 3,374)**

| Kindergarten – 435 Students | | | | |
|---|---|---|---|---|
| **Race** | **% Students** | **Sex** | **# Students** | **% Students** |
| **Black** | 60.5% | F | 126 | 29.0% |
| | | M | 137 | 31.3% |
| **Hispanic** | 7.1% | F | 11 | 2.5% |
| | | M | 20 | 4.6% |
| **White** | 27.4% | F | 49 | 11.3% |
| | | M | 70 | 16.1% |
| **Other/Multi-Ethnic** | 5.1% | F | 7 | 1.6% |
| | | M | 15 | 3.4% |
| | | **F Total** | 193 | 44.4% |
| | | **M Total** | 242 | 55.6% |

| Grade 1 – 1,724 Students | | | | |
|---|---|---|---|---|
| **Race** | **% Students** | **Sex** | **# Students** | **% Students** |
| **Black** | 46.9% | F | 342 | 19.8% |
| | | M | 466 | 27.0% |
| **Hispanic** | 12.0% | F | 98 | 5.7% |
| | | M | 109 | 6.3% |
| **White** | 35.7% | F | 234 | 13.6% |
| | | M | 382 | 22.2% |
| **Other/Multi-Ethnic** | 5.4% | F | 38 | 2.2% |
| | | M | 55 | 3.2% |
| | | **F Total** | 712 | 41.3% |
| | | **M Total** | 1,102 | 63.9% |

| Grade 2 – 1,215 Students | | | | |
|---|---|---|---|---|
| **Race** | **% Students** | **Sex** | **# Students** | **% Students** |
| **Black** | 51.1% | F | 288 | 23.7% |
| | | M | 333 | 27.4% |
| **Hispanic** | 10.4% | F | 53 | 4.4% |
| | | M | 74 | 6.1% |
| **White** | 34.1% | F | 185 | 15.2% |
| | | M | 229 | 18.8% |
| **Other/Multi-Ethnic** | 4.4% | F | 24 | 2.0% |
| | | M | 29 | 2.4% |
| | | **F Total** | 550 | 45.3% |
| | | **M Total** | 665 | 54.7% |

## Other Student Characteristics

Of the students receiving ALP K-2 Literacy services, slightly more than half (53.6%) received free or reduced-price lunches. About 15% were classified as receiving special education services. About 9% of the K-2 students receiving ALP also had limited English proficiency.

## STAFF FEEDBACK ON IMPLEMENTATION

Our first ALP report for 2000-01 (E&R Report 01.36) provides more detail on implementation, but a few key facts provide important context in interpreting student outcomes:

- A new curriculum was used, Early Connections, which utilizes primarily nonfiction materials in a fast-paced 30-45 minute lesson (covering seven components).
- Teachers received extensive training in the new techniques.
- Some materials arrived late, and some had to be shared.
- In a spring staff survey, teachers reported it was difficult to learn to fit all the components into the short lesson time. Most (71%) found implementation confusing at first but reported the program went well once they got used to it.
- When asked about their biggest success for the year in an open-ended question, many teachers (about 28%) commented on accelerated growth in reading skills for students.

## STAFF FEEDBACK ON EFFECTIVENESS

In the spring staff survey, *nearly all of the 107 teachers responding (95%) strongly agreed or agreed that the ALP II Literacy Program is a good way to improve the literary skills of struggling students.* "Strongly agree" was by far the most common response (77%).

When asked whether ALP K-2 was a better way to teach literacy than the approach used last year, most agreed, but responses were mixed. Of the 64 who responded (those who were new to the literacy teacher role were told to skip the question), two thirds strongly agreed or agreed, and about one third disagreed or strongly disagreed. Based on questions at the meeting where the survey was administered, many of those who disagreed felt that both last year's and this year's approaches were equally helpful.

Nearly all teachers (91%) indicated that the training had helped improve their literacy teaching skills. Nearly all teachers (94%) also reported that they coordinated with the classroom teacher. (For coordination, "agree" was a more common response than "strongly agree," however.)

## Student Benefits

When asked about the student benefits of the ALP K-2 Literacy program, many teachers offered comments on individual and overall student achievement (64 responses). There were 42 responses about the program's materials, including this: "I feel that the use of the nonfiction books will prove to help students transition toward content area reading in the upper grades."

Program structure was also mentioned by 28 teachers, who believe that the lesson structure and routine benefit students.

Most of the literacy teachers responding to the survey said that they have witnessed students' accelerated progress and increased confidence in reading in the course of the K-2 Literacy program. Here are a few of their comments:

- "The balanced literacy approach worked for most. Several students entered as nonreaders and have learned a variety of strategies, bringing them close to where they should be. Two students began as emergent readers and are ready to exit. I credit a combination of ALP II, strong classroom teacher, and parent support."
- "Great improvement in reading and writing as well as confidence about themselves."
- "High amount of 'time on task.' Very few behavior issues. Making great connections between reading and writing."
- "Children are eager to come. They really seem to enjoy the classes, and the results are showing: Reading and writing are greatly improved."

## IMPACT ON STUDENT ACHIEVEMENT

To assess students' growth in reading fluency and comprehension, we compared the growth in reading book level of students who scored below WCPSS standards for grade level and who were and were not served in the ALP K-2 Literacy program. To be included, students also had scores for both spring 2000 and spring 2001 (pre- and posttests). Overall, 3,129 of the students with needs in kindergarten and first grade as of spring 2000 had both pre-and posttest scores out of 4,924 with needs. It was not possible to assess kindergarten students' growth from fall to spring, as reading book levels are not assessed in the fall when most students cannot yet read. As shown in the next figure:

- Students in grade 2 who were served through the ALP program showed slightly **greater** average gains in reading book levels (reflecting fluency and understanding) than those not involved in the ALP program.
- However, those served through ALP at grade 1 showed **lower** average gains than those not served.

We also found 561 students served through the K-2 Literacy program who scored above grade-level standards for reading book level in spring 2000. Through further checks, we found some of these students were retainees (who receive extra points in the selection process). Others were among the lowest in the classes at the selected grade because most students who did not meet the reading book level standards were retained. If we add in the 561 students with higher initial scores to the analysis, the pattern for grade 1 results stays the same, but the average gain for ALP at grade 2 declines from 11.11 to 9.68. Thus, at grade 2, those students served who initially scored highest (and had less initial need on the basis of book level scores) showed less growth in the program.

**Figure 11**
**Mean Book-Level Gains**
**for K-2 ALP Literacy Program Participants vs. Similar Students**

| Grade | In K-2 Literacy? | Number Students | Spring 2000 (Pre) | Spring 2001 (Post) | Gain |
|---|---|---|---|---|---|
| K to 1 | Yes | 1,191 | .99 | 11.49 | 10.55 |
| | No | 1,938 | 1.48 | 14.85 | 13.37 |
| 1 to 2 | Yes | 609 | 8.06 | 19.17 | 11.11 |
| | No | 652 | 7.14 | 17.59 | 10.45 |

NOTE: Based on students scoring below grade level in terms of reading book level in spring 2000.
Note: Students in both groups scored below grade level book levels in spring of 2000. Those served in the K-2 literacy program had additional screening indicating a greater degree of need.

Several cautions should be kept in mind when interpreting these findings:

- First, one third of the students did not have pre- and post-assessments, and their growth was therefore not possible to analyze. Better return rates would help our confidence in interpreting the trends found.
- Second, although book levels are based on running records administered in standardized ways, teachers' skills in administering the instrument vary, and the re-telling portion is more subjective.
- Third, the book-level scale was designed for instructional purposes, not accountability. Therefore, it was not standardized in the same way as normed tests. It is possible that growth between levels (e.g., 1-2 to 3-4 versus 4-5 to 6-7) does not reflect an equal degree of growth. This could skew results if the distribution of scores in the two groups is dissimilar.
- Fourth, this simple analysis does not account for possible differences in student characteristics in the two groups. (We hope to use a regression analysis next year to control for income status.)
- Fifth, the publishers of Early Connections (the basis of the ALP K-2 Literacy program) are analyzing additional data on growth, which may reveal more detailed results.

## *ALP 3-8*

## ALP 3-8 ACHIEVEMENT TRENDS FOR LEVEL I AND II STUDENTS

ALP was the largest intervention effort in place at grades 3 through 8 designed to improve the performance of Level I and II students. Most students eligible for ALP participated. Therefore, examining student growth for all students who scored in Levels I or II in spring of 2000 provides useful information on overall program impact.

Overall, results showed quite positive achievement trends:

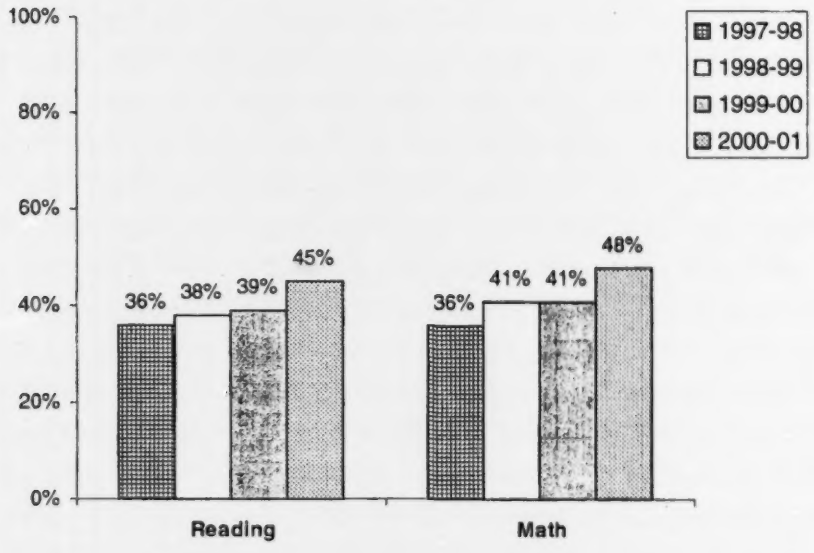
- The percentage of students moving up from Level I-II to III-IV increased.
- The percentage of students moving down from Level III-IV to Level I-II decreased (from 6% to 4.5%).
- The net increase in students in Level III-IV (1,465 in reading and 850 in math) was double that of 1999-2000.

### Percentage of Students Able to Move Up to Grade Level 2000-01

*WCPSS showed improvement in the percentage of students able to improve their performance from below grade level on EOG (Levels I-II) to at or above grade level (Levels III-IV) than was true in past years.*

**Figure 12**

**Percentage of Students Who Moved Up to Grade Level**



**Reading**

*More students were able to move up from Level I-II to Level III-IV between spring of 2000 and 2001 than with previous cohort.* Of those who scored Level I or Level II in spring 2000, 45% moved up to Level III or Level IV in reading, compared to 39% the previous year.

- The greatest improvements were seen in grades 3 and 5 in reading.
- *Grade 6 in reading stands out as an area for improvement* in moving students up across the year. Only 22% of students scoring below grade level in spring of 2000 were able to move to on grade level scores in spring of 2001, compared to 41-57% in the other grades.

The increase seen in 2000-01 represents a jump from previous years, and likely reflects the more extensive program provided in 2000-01, schools' greater experience with the program, and the cumulative impact of more than one year of help for many students.

A check of improvement among special education students revealed that 34% of those served were able to improve from Level I-II between spring of 2000 in reading and 38% in math. Although these percentages are about 10% lower in each subject than the overall rates, they do represent substantial improvement for a group with special learning needs.

**Figure 13**
**WCPSS Achievement Level Status on EOG Reading Between Spring 2000 and 2001**

| EOG READING | Grade | Spring 2001 Status (Posttest) | | | |
|---|---|---|---|---|---|
| | **2000-01** | **LI-II #** | **LI-II %** | **LIII-IV #** | **LIII-IV %** |
| | 3 | 683 | 48.79 | 717 | 51.21 |
| | 4 | 613 | 58.33 | 438 | 41.67 |
| **Level I-II Spring 2000 (Pretest)** | 5 | 499 | 43.09 | 659 | 56.91 |
| | 6 | 755 | 78.16 | 211 | 21.84 |
| | 7 | 774 | 57.12 | 581 | 42.88 |
| | 8 | 419 | 48.95 | 437 | 51.05 |
| | **All** | **3,743** | **55.16** | **3,043** | **44.84** |
| | **2000-01** | **LI-II #** | **LI-II %** | **LIII-IV #** | **LIII-IV %** |
| | 3 | 357 | 6.02 | 5,572 | 93.98 |
| | 4 | 305 | 5.15 | 5,623 | 94.85 |
| **Level III-IV Spring 2000 (Pretest)** | 5 | 108 | 1.86 | 5,701 | 98.14 |
| | 6 | 506 | 8.43 | 5,499 | 91.57 |
| | 7 | 179 | 3.26 | 5,309 | 96.74 |
| | 8 | 123 | 2.17 | 5,556 | 97.71 |
| | **All** | **1,578** | **4.53** | **33,260** | **95.47** |
| **Net Increase in Students in Levels III-IV** | | **2000 to 2001: 3,043-1,578= 1,465** | | **1999 to 2000: 2,646-1,972= 674** | |

Fewer students also dropped from Levels III or IV to Levels I or II between spring 2000 and spring 2001 than with previous cohorts. Of those scoring on grade level in spring 2000 in reading, 4.5% moved down to below-grade-level scores in spring 2001, compared to 6% the previous year.

- The smallest declines were evident in grades 5 and 8 (about 2%).
- *The greatest decline was evident at grade 6 (over 8%).*

*The more positive patterns in results led to a net increase of 1,465 students showing grade-level achievement in reading—more than double the 67- student net improvement obtained last year.*

**Math**

*As in reading, more students were able to move up from Level I-II to Level III-IV between spring of 2000 and 2001 than with previous cohort.* Of those who scored Level I or II in spring 2000, 48% moved up to Level III or IV in reading, compared to 41% the previous year.

- The greatest improvement was seen in grade 4.
- The least improvement was evident in grades 3, 7, and 8. At grade 3, the reliability of the pretest is lower than at other grades. However, greater relative difficulty in improving students' scores may also relate to the fact that additional assistance is not provided in math until grade 3 (unlike reading, which starts in the earlier grades).

**Figure 14**

**WCPSS Achievement Level Status on EOG Math: Spring 2000 and 2001**

| EOG Math | Grade | Spring 2001 Status (Posttest) | | | |
|---|---|---|---|---|---|
| Level I-II Spring 2000 (Pretest) | 2000-01 | LI-II # | LI-II % | LIII-IV # | LIII-IV % |
| | 3 | 581 | 66.55 | 292 | 33.45 |
| | 4 | 416 | 32.58 | 861 | 67.42 |
| | 5 | 337 | 51.61 | 316 | 48.39 |
| | 6 | 468 | 55.91 | 369 | 44.09 |
| | 7 | 505 | 58.25 | 362 | 41.75 |
| | 8 | 428 | 58.55 | 303 | 41.45 |
| | **All** | **2,735** | **52.21** | **2,503** | **47.79** |
| Level III-IV Spring 2000 (Pretest) | 2000-01 | LI-II # | LI-II % | LIII-IV # | LIII-IV % |
| | 3 | 539 | 8.32 | 5,937 | 91.68 |
| | 4 | 52 | 0.91 | 5,687 | 99.09 |
| | 5 | 184 | 2.90 | 6,171 | 97.10 |
| | 6 | 285 | 4.63 | 5,866 | 95.37 |
| | 7 | 255 | 4.27 | 5,721 | 95.73 |
| | 8 | 338 | 5.83 | 5,462 | 94.17 |
| | **All** | **1,653** | **4.53** | **34,844** | **95.47** |
| **Net Increase in Students in Levels III-IV** | | **2000 to 2001: 2,503-1,653= 850** | | **1999 to 2000: 2,363-1,940=423** | |

*Fewer students also dropped from Levels III or IV to Levels I or II* between spring 2000 and spring 2001 than with previous cohorts. Of those scoring on grade level in spring 2000 in reading, 4.5% moved down to below grade level scores in spring 2001, compared to 6% the previous year.

- The smallest declines were evident in grades 4 and 5.
- The greatest decline was evident at grade 3.

*The more positive patterns in results led to a net increase of 850 students showing grade level achievement in math, double the net improvement of 423 students obtained the previous year.*

## Support for Students Scoring Just Above Level II-III Cut Scores

One question that has been raised is whether ALP funding should be extended to support students who score just above the cut scores between Level II and III. Some school staffs contend that students who are able to reach Level III-IV with support need continued support to stay at grade level, at least for the following year. We reviewed trend data to examine:

1) If students who scored within two and four points of the scale score cuts at each grade in spring 2000 were able to score at grade level again in spring 2001, and

2) If students who scored one or two points above the scale score cuts in spring 2000 that were served in ALP showed better achievement patterns in 2001 than those not served in ALP.

**Grade-Level Performance Spring 2000 to 2001**

In spring of 2000, the vast majority of WCPSS scored in Levels III or IV; most scored well above the score that divides students into Level II or III ("cut point"). (The percentage of students who scored five or more points above the Level II-III cut point was 84% in reading and 90% in math.) The chart below illustrates Level III-IV student score ranges in spring 2000 and the number and percentage of students that declined to Level I or II in spring of 2001. The chart illustrates that:

- Most students were able to score at Levels III or IV again in 2001 regardless of their initial closeness to the cut points.
- Those closest to the cut were most likely to decline to Level I or II (25.7%).
- Of those who declined, over half (62% in reading and 59% in math) initially scored within four points of the scale score cuts (see following table and pie graph with math example).

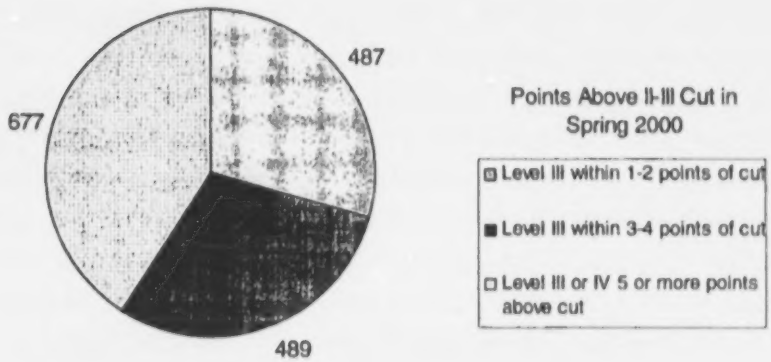
**Figure 15**

**Level III-IV Students from Spring 2000 Declining to Level I or II as of Spring 2001 in Relation to Level II-III Scale Score Cut Points**

| Points Above Level II-III Cut | Spring 2000 Status | Spring 2001 Declines to Level I-II | |
|---|---|---|---|
| **Reading** | **# Students** | **#** | **%** |
| Level III 1-2 points above cut | 2,086 | 536 | 25.7% |
| Level III 3-4 points above cut | 2,490 | 443 | 17.8% |
| Level III or IV 5 or more points above cut | 30,404 | 599 | 1.9% |
| **Total** | **34,980** | **1,578** | **4.5%** |
| **Math** | | | |
| Level III 1-2 points above cut | 1,569 | 487 | 31.04% |
| Level III 3-4 points above cut | 2,027 | 489 | 24.12% |
| Level III or IV 5 or more points above cut | 33,069 | 677 | 2.05% |
| **Total** | **36,665** | **1,653** | **4.5%** |

**Figure 16**

**Math Spring 2000 to Spring 2001 Declines to Level I or II**


487
677
489
Points Above II-III Cut in Spring 2000
Level III within 1-2 points of cut
Level III within 3-4 points of cut
Level III or IV 5 or more points above cut

N=1,653

The next table illustrates that students who scored 1-2 points above the cut score were most successful at staying on grade level at grades 5 and 8, the highest grade within the elementary and middle school grade spans. More students declined at grades 3 and 6, earlier in the grade spans. Patterns are similar for those who scored 3-4 points above the cut scores.

**Figure 17**

**Percentage of Spring 2000 Low Level III Students Declining to Level I-II in Spring 2001**

| READING | 1-2 Points Above Cut Spring 2000 | Declining to LI-II Spring 2001 | |
|---|---|---|---|
| Grade | # | # | % |
| 3 | 301 | 89 | 29.57 |
| 4 | 333 | 100 | 30.03 |
| 5 | 350 | 50 | 14.29 |
| 6 | 335 | 171 | 51.04 |
| 7 | 374 | 70 | 18.72 |
| 8 | 393 | 56 | 14.25 |
| **MATH** | **1-2 Points Above Cut Spring 2000** | **Declining to LI-II Spring 2001** | |
| Grade | # | # | % |
| 3 | 431 | 182 | 42.2 |
| 4 | 304 | 17 | 5.6 |
| 5 | 184 | 50 | 27.2 |
| 6 | 186 | 71 | 38.2 |
| 7 | 285 | 96 | 33.7 |
| 8 | 179 | 71 | 39.7 |

**ALP Service for Students Just Above the Cut Scores**

In 2000-01, schools were allowed to provide support to low Level III students, but were not provided any additional funds to do so. Of the students who scored within four points of the Level II-III scale score cuts, 16.5% were supported through ALP in reading and 23% in math.

We conducted a descriptive analysis of those who scored 1-2 points above the cut and were served in ALP versus those not served, *but we suspect the groups are not comparable*. Analyses did not show a consistent pattern of positive impact for ALP; gains were similar for the two groups as well as the percentage of students declining to Level I or II. Relative to ABC exemplary standards, results were also similar, with ALP participants meeting exemplary expectations at three grades in reading and four grades in math versus five grades in reading and four in math for those not served. We suspect the groups are not comparable for several reasons. First, it is likely that those "squeezed into" ALP programs were the ones teachers saw as struggling the most. Struggling students not served through ALP may have been served through other programs. Some students not served may have had artificially low scores on the tests in spring of 2000 and typically show grade level performance; these students would be expected to have higher posttest scores and gains with no intervention. Second, these students scored within one standard error of the Level II-III cut points on the EOG test, and we would expect fluctuation in status from year to year with or without intervention. Finally, the number of students served in ALP was quite small in some of the comparisons, making generalizations difficult. It would take an experimental design in which students were randomly assigned to receive support or not receive support to really test the value of ALP for these low Level III students. There is a chance that the ALP program is not individualized for these students enough (given their slightly higher skills), but it is impossible to tell from this data.

These results suggest that whether to extend funding for ALP to those scoring just above the scale score cut points for Levels II and III is truly a judgment call. Including those 1-2 points above the cut scores would increase ALP eligibility counts by at least 2,100 students. Including those 3-4 points above the cut could add an additional 2,500 students. If resources permit, staff might consider funding to support:

- All students just above the cut scores at grades 3, 6, and 8 (grades 3 and 8 because of the 95% achievement goal, and grades 3 and 6 because of less positive results).
- Randomly selected low Level III students to receive ALP support, with test performance compared to a control group of similar students not served (to test program effects more validly).
- 25% of those scoring within two scale-score points of the cut scores (reflecting the percentage likely to decline in Level I-II the next year). Schools would need to decide which specific students needed the support most.
- Students new to Level III-IV status the next year only.
- All low Level III students at a reduced level. Schools could provide reduced levels of support all year long or support only in the spring closer to the testing dates. Reduced funding could also be considered for any of the other options above.

## Longitudinal Follow-Up

All students who initially score below grade level do not make the kind of achievement improvements necessary to reach grade-level performance (Level III) in one year. However, strong growth over more than one year can lead students to reach grade-level performance in two or more years. We are conducting analyses of growth for students between grades 3 and 5 over time currently. Results will be available in E&R Report 02.10.

## Overall Results Relative to ABC Standards

The state's ABC regression formulas provide one yardstick by which we can assess the adequacy of growth for our students from one year to the next. Expected growth represents scale-score growth expected of students over one year; exemplary growth is approximately 110% of expected growth. Overall, the WCPSS school system showed exemplary growth at the elementary level and expected growth at the middle school level.

ABC results can also be broken down by initial achievement level. Strong exemplary growth is needed with our Level I and II students if we hope to achieve the 95% achievement goal over time. Although all students who score in Levels I or II do not move up to Levels III or IV performance in one year, consistently strong scale-score growth over time should lead most students to grade-level performance.

The following figure shows the actual scale-score growth shown for WCPSS students who scored in Levels I or II between the spring 2000 and spring 2001, along with the expectations for these students based on the state's ABCs of Accountability regression formulas. Expected and Exemplary Growth of 0 or above means the standard for each was met.

- *At the elementary level, WCPSS showed exemplary growth for students who initially scored in Levels I or II and Level III for the second year in a row. WCPSS showed expected growth for those initially scoring in Level IV.* This is a positive pattern, in that all students are growing, but those with the greatest need for improvement are growing the most.

- *At the middle school level, WCPSS showed exemplary growth for students who initially scored in Levels I or II and expected growth for those initially scoring in Levels III or IV.* This is a more positive pattern than was found last year and again reflects strongest growth for those with the greatest need for improvement (Level I and II students).

- *At both the elementary and middle school grades, growth was stronger for students in Levels I and II than for the students receiving free or reduced-price lunches and Black students.* Our students in Level I or II who are low income and/or Black represent the greatest challenge for WCPSS educators.

**Figure 18**

**ABC Exemplary Growth for Key Subgroups in 2001**

| Group | Grades 3-5 | Grades 6-8 |
|---|---|---|
| Systemwide | **.10** | -.04 |
| Levels I and II | .77 | .24 |
| Level III | **.10** | -.19 |
| Level IV | -.22 | -.03 |
| Low Income | -.20 | -.66 |
| Not Low Income | **.19** | **.08** |
| Black Males | -.26 | -.57 |
| Black Females | -.16 | -.48 |
| White Males | **.20** | **.05** |
| White Females | **.21** | **.16** |

**Bold** indicates ABC Exemplary Growth Standard was met.
Shading signifies best results by level.

The following figure breaks down the results for students who initially scored at Levels I or II by grade.

- The strongest growth in reading was evident at grades 5, 7, and 8. Grades 3 and 6 showed the greatest need for improvement relative to ABC exemplary standards.
- The strongest growth in math was evident at grades 4, 5, and 7, with grades 3, 6, and 8 showing need for improvement to reach exemplary growth standards.

**Figure 19**
**ABC Results for Levels I and II Students by Grade as of Spring 2001**

| Reading | | | | | |
|---|---|---|---|---|---|
| **Grade in 2001** | **Mean Score 2000** | **Mean Score 2001** | **Actual Growth** | **Growth Needed to Reach Exemplary** | **Exemplary Growth Composite** |
| **3** | 129.2 | 140.4 | 11.2 | 11.3 | -.07 |
| **4** | 138.3 | 144.2 | 5.9 | 5.9 | **.00** |
| **5** | 139.8 | 149.7 | 9.9 | 7.1 | **2.30** |
| **6** | 145.8 | 148.3 | 2.5 | 4.6 | -1.63 |
| **7** | 147.0 | 153.8 | 6.8 | 5.3 | **1.38** |
| **8** | 151.6 | 156.6 | 5.1 | 4.0 | **.90** |

| Math | | | | | |
|---|---|---|---|---|---|
| **Grade in 2001** | **Mean Score 2000** | **Mean Score 2001** | **Actual Growth** | **Growth Needed to Reach Exemplary** | **Exemplary Growth Composite** |
| **3** | 231.0 | 246.3 | 15.3 | 15.8 | -.29 |
| **4** | 133.2 | 146.4 | 13.2 | 9.3 | **1.90** |
| **5** | 143.5 | 152.8 | 9.3 | 7.5 | **.89** |
| **6** | 148.9 | 156.0 | 7.1 | 7.9 | -.34 |
| **7** | 155.0 | 164.2 | 9.2 | 6.9 | **1.20** |
| **8** | 159.4 | 164.3 | 4.9 | 5.8 | -.54 |

NOTE: **Bold** numbers indicate that exemplary growth was achieved.

Thus, grades 3 and 6 showed the most need for improvement. A Sixth-Grade Task Force has been formed to explore possible reasons and solutions for grade 6. At grade 3, possible reasons could be related to instruction or assessment issues. The fall test at 3rd grade is much shorter and less reliable than at the other grades.

# *ALP 3-5 PROGRAMS*

## STUDENT ELIGIBILITY AND PARTICIPATION

Data sheets returned for individual students in grades 3-5 indicated that 77.1% of the eligible students actually participated in the program. Most of those who did not participate were served in other ways. The figure below is a summary of enrollment breakdown by grade.

**Figure 20**

**Enrollment in ALP 3-5, 2000-01**

| Grade | # Students Eligible for ALP | # Students Who Participated in ALP | % Students Who Participated in ALP |
|---|---|---|---|
| 3 | 2,060 | 1,537 | 74.6% |
| 4 | 1,896 | 1,522 | 80.3% |
| 5 | 1,677 | 1,283 | 76.5% |
| **Total** | **5,633** | **4,342** | **77.1%** |

Source: Instructional Assistance Data Sheets

The number of students eligible for and served in ALP, broken down by individual school, (based on student data sheets returned), is included in the attachment section. Participation by school varied from 39.2% to 100% of those eligible. Student characteristics of those eligible and served are shown in the ALP K-12 section of this report.

Other services available to students in grades 3-5 included:

- Title I
- Special Education
- English as a Second Language
- Communities in Schools
- Project SOAR
- Parent and other volunteer tutors
- Small group and individual instruction provided by special area teachers, the LART, the IRT, the lead literacy teacher, and/or teacher assistants.

ALP Report 1 provides a complete listing of ALP and other instructional assistance programs at each school. A description of each school's ALP program is also included.

## ATTENDANCE

*Overall attendance rates for ALP varied depending upon the days and times the program was offered and the school level (elementary and middle school).* Attachment 3 shows attendance figures by school.

- For elementary schools, sessions offered during the day were most heavily attended (95% mean attendance), followed closely by after-school sessions (90% mean attendance).
- Sessions on intersession days at year-round schools reported attendance of 84%.
- At traditional schools, sessions held on days when school was not in session had lower attendance (60-63%).

**Figure 21**

**2000-01 Attendance Trends for ALP 3-5**

| Student Attendance | Saturday (N = 41 of 76 schools) % of schools reporting this attendance rate | Before/ After School (N = 46 of 76 schools) % of schools reporting this attendance rate | During the Day (N = 19 of 76 schools) % of schools reporting this attendance rate | Intersession (N = 9 of 9 schools) % of schools reporting this attendance rate |
|---|---|---|---|---|
| **Under 60%** | 31.7% | 10.9% | 10.5% | 33.3% |
| **60 – 69%** | 31.7% | 2.2% | 0 | 0 |
| **70 – 79%** | 14.6% | 6.5% | 5.3% | 11.1% |
| **80 – 89%** | 12.2% | 17.4% | 5.3% | 22.2% |
| **90% and Above** | 9.8% | 58.7% | 78.9% | 33.3% |

Source: ALP Feedback Forms (76 of 78 schools reporting)

**Figure 22**

**ALP 3-5 Attendance Across Schools: Mean Percentages**

| | On School Days | | | Not on School Days | | |
|---|---|---|---|---|---|---|
| | During the Day | Before School | After School | Teacher Workday | Saturday | Inter-session Days |
| **2000-01** | 95% | 80% | 90% | 60% | 63% | 84% |
| **1999-2000** | -- | 82% | 85% | 56% | 63% | 88% |

Source: ALP Feedback Forms

Individual students' attendance averaged about 70% based on our sample of 1,555 students. More information on hours of service can be found in the Student Achievement Outcomes section of this report.

## SUCCESSES AND CHALLENGES

Based on the ALP Feedback Forms, elementary schools considered the greatest success of ALP to be staff commitment (65.4%), followed by student enthusiasm and students' learning (56.4% each). Schools found that recruiting staff (41%) and staff burnout (35%) were the most challenging aspects of their ALP program.

**Figure 23**

**Successes and Challenges in ALP 3-5**

| "What Was the Biggest Success with ALP?" | | |
|---|---|---|
| **Success Described** | **Elementary Schools** | |
| | **# Schools (N = 78)** | **% Schools** |
| Staff commitment | 51 | 65.4% |
| Student enthusiasm | 44 | 56.4% |
| Students' learning | 44 | 56.4% |
| Attendance | 34 | 43.6% |
| Parent cooperation | 20 | 25.6% |
| Transportation | 16 | 20.5% |
| Parent involvement | 6 | 7.7% |
| Other | 4 | 5.1% |
| **Challenge Described** | **# Schools (N = 78)** | **% Schools** |
| Recruiting staff | 32 | 41.0% |
| Staff burnout | 27 | 34.6% |
| Transportation | 23 | 29.5% |
| Student attendance | 18 | 23.1% |
| Individualizing instruction | 16 | 20.5% |
| Student behavior | 16 | 20.5% |
| Student motivation | 16 | 20.5% |
| Other | 9 | 11.5% |
| Student learning | 4 | 5.1% |

Source: ALP Feedback Forms

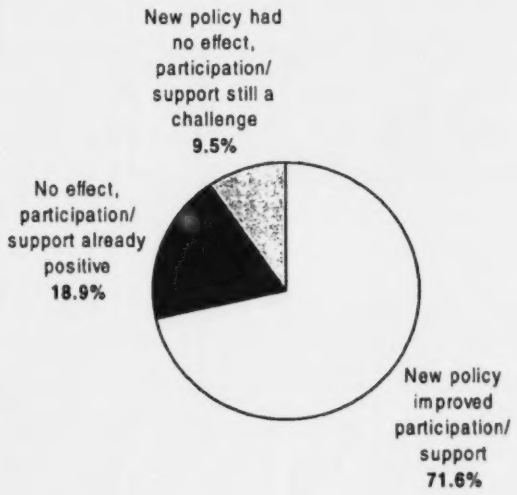
Russonello and Stewart (2001) recently surveyed pre-K-8 principals nationwide about after-school efforts. The biggest challenges principals noted were obtaining sufficient funds, finding and retaining good staff members, and securing transportation for students. Other than funding, WCPSS school staff mentioned similar issues. (Our school staff may have considered funding to be a system challenge rather than one for their school.)

## IMPACT OF NEW RETENTION POLICY ON ALP PARTICIPATION

Schools were asked in the spring whether WCPSS's new promotion/retention policy increased student participation and parent support of ALP programs. Of 74 elementary schools responding to the question, 53 (71.6%) said that the new policy improved participation and support; 14 (18.9%) reported that the ALP support and participation were already positive and that the new policy had no discernible effect; and 7 (9.5%) said that ALP participation and support remained a challenge despite the new policy.

**Figure 24**

**ALP 3-5 Feedback Form Responses: "Did the new promotion/retention policy increase parents' and students' willingness to participate in ALP?"**


New policy had no effect, participation/ support still a challenge 9.5%
No effect, participation/ support already positive 18.9%
New policy improved participation/ support 71.6%

## STUDENT ACHIEVEMENT OUTCOMES

### Growth for Students Based on ALP Participation

As presented earlier, Level I and II students made strong growth between spring 2000 and spring 2001. The issue addressed here is whether students who participated in ALP showed stronger growth than those who did not. We analyzed this question in two ways. First, we compared growth for students served in ALP (or ALP and another program) to those not served in ALP (most of whom were likely served in another way, e.g., exclusively through Title I, Special Education, ESL, SOAR, SOS, or a private tutor). Analyses were subject specific, with only

students who scored in Levels I or II in reading as of spring 2000 (fall 2000 for grade 3) included in the reading analyses, and only those who scored low in math initially included in the math analyses. We utilized ABC expectations for exemplary growth for Level I and II students as an external standard for effectiveness. The ABC state regression model was designed to show the kind of progress students who are low achievers need to demonstrate in order to reach grade level between grades 3 and 8). ABC analyses include students with Level I or II in either reading or math in analysis of both subjects. Our analysis was more accurate in tracking improvement for those who truly had deficits, but results must be interpreted with more caution because of this difference in inclusion rules.

We then checked the characteristics of eligible students who chose to participate in ALP and those who did not choose to participate. Compared to students not in ALP, those in ALP were about as likely to be low income (52% of those in ALP were low income, compared to 51% of those not in ALP), but much less likely to be participating in special education programs (36% vs. 60%). We therefore conducted a second set of analyses using regression, and controlled for pretest scores, free-lunch status, and special education status. One caution is that the two groups may have varied in other ways as well. Based on the student sample for whom we collected more information, another service was considered more appropriate to student needs in many cases (mostly special education, though a few mentioned services such as ESL or tutors). Late school enrollment, lack of test scores, and scheduling conflicts were mentioned in a few other cases.

As the following figure shows, mean scale-score gains for elementary students in ALP and/or other programs met ABC exemplary standards in all grades in math and grades 4 and 5 in reading (missing the benchmark only at grade 3). These overall results are positive and point out the benefit of making assistance available to all those in need (which was not possible before ALP).

On the other hand, ALP did not appear to result in stronger gains than other support available to students at the elementary level. Student growth appeared similar for those in ALP and those not in ALP at grades 4 and 5 and significantly lower for third graders in ALP than not in ALP. Similar gains for the two groups are not a concern when both groups showed strong growth. Similarly strong growth suggests that students are receiving appropriate support. However, third-grade results deserve some follow-up. The shorter, less reliable pretest at grade 3 contributes to results that must be interpreted cautiously. However, it is also worth considering ways to improve the overall instructional program and ALP specifically at grade 3, especially since it is a grade targeted in the system's achievement goal.

**Figure 25**

**EOG Scale Score Gains Based on ALP 3-5 Participation Relative to ABC Exemplary Standards for Level I-II Students in 2000-01**

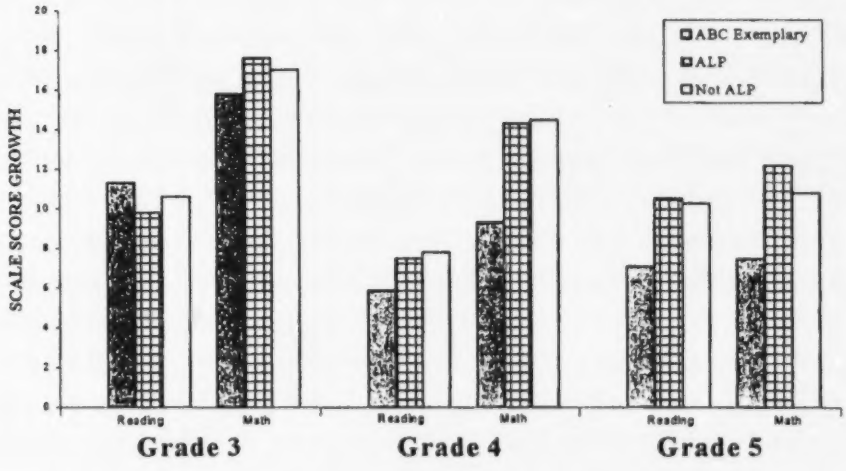



**Figure 26**

**ALP 3-5 EOG Reading and Math Gains for Students in Level I-II in ALP or Not Served in ALP (Most of Whom Were Served Through Another WCPSS Program)**

| EOG Reading | Grade 3 | | Grade 4 | | Grade 5 | |
|---|---|---|---|---|---|---|
| | # Students | Gain in SS* | # Students | Gain in SS* | # Students | Gain in SS* |
| **ABC Exemplary** | **1,350** | **11.3** | **1,503** | **5.9** | **1,248** | **7.1** |
| ALP | 711 | **9.8** | 856 | **7.5** | 958 | **10.5** |
| Not ALP | 119 | **10.6** | 128 | **7.8** | 136 | **10.3** |
| All Level I-II | 830 | **9.9** | 984 | **7.6** | 1,094 | **10.5** |
| **EOG Math** | **Grade 3** | | **Grade 4** | | **Grade 5** | |
| | # Students | Gain in SS* | # Students | Gain in SS* | # Students | Gain in SS* |
| **ABC Exemplary** | **1,350** | **15.8** | **1,503** | **9.3** | **1,248** | **7.5** |
| ALP | 516 | **17.6** | 991 | **14.3** | 506 | **12.2** |
| Not ALP | 85 | **17.0** | 199 | **14.5** | 101 | **10.8** |
| All Level I-II | 601 | **17.5** | 1,190 | **14.3** | 607 | **12.0** |

*Gains in SS = Average Scale Score Gain 00 to 01
**Note 1:** Shading Means Group Met ABC Exemplary Growth Standard
Most students not served through ALP were served in other WCPSS programs.

## FACTORS LEADING TO GREATEST ACHIEVEMENT GAINS

Schools had a great deal of flexibility in implementing ALP (within broad guidelines), and student gains varied considerably across school programs. We therefore examined whether student gains differed based on program characteristics. One regression analysis analyzed the impact of the time of service on student achievement outcomes, while a second explored the impact of other program characteristics. Specifically, we addressed two questions:

- Did the time of day of instruction (during, outside the school day, or both) impact student scale score achievement gains?
- Did factors related to other program characteristics (type of instructor, hours of service, and group size) impact the size of the achievement gains made by students?

Across grades 3-8, the analyses were based on the sample of 1,855 students, of which 1,551 responded (84%). Overall, 945 students were included in the reading analysis and 843 in the math analysis. To be eligible for the analysis, students had to have pre- and posttest scores and a Level I or II score in the subject in spring of 2000 and 2001. Students also had to have data on all variables in the analysis. Due to small sample sizes at some grades, analyses were done by level (grades 3-5 and grades 6-8). Because expectations for scale score gains and sample sizes vary by grade on the EOG, we decided to use residual scores from the effectiveness index for these analyses. These residual scale scores reflected the difference between students' actual gains between spring of 2000 and 2001 and what was expected of them (based on a regression formula which controlled for special education and free lunch status). The residual scores were first standardized for analysis through conversion to z scores.

### Timing of ALP Service

Schools were given more flexibility in 2000-01 to provide ALP services at least partially during the day. Most students continued to receive ALP help primarily outside of the regular school day in 2000-01 (about 70%), with 15% served both during the day and outside for ALP another 15% served only during the day. The regression model tested whether students were more likely to show higher standardized residual scores if they were served only outside of the school day, during the school day, or both during and outside of the school day. Overall for the elementary analysis, 632 students were included for reading and 583 for math. As the next chart illustrates, time of service did not impact elementary math gains, but reading residuals were lower if students were served both during and outside of the school day (compared to outside only).

**Figure 27**

**Importance of Help Outside the School Day: Elementary**

| | Time of Day | N | Significance |
|---|---|---|---|
| **Reading** | Outside Only | 442 | Significantly higher than Both |
| | During Only | 88 | ns |
| | Both | 103 | Significantly lower than Outside Only |
| **Math** | Outside Only | 483 | ns |
| | During Only | 73 | ns |
| | Both | 72 | ns |

These results suggest that math ALP programs can be successful regardless of the time of day students are served. However, with elementary students, it is better not to serve students in reading through ALP both during and outside of the school day. This may reflect schedule and/or planning coordination issues or differences in instructional approaches across teachers.

## Other Factors Related to ALP 3-5 Service: Attendance, Group Size, & Instructor

In addition to examining the timing of ALP, the analysis also considered attendance, group size, and instructor. After deleting missing data across variables within subject, 551 elementary school students were included in the reading analysis, 498 in the math analysis, and 235 in the writing analysis. Descriptive statistics for attendance, group size, and instructor are shown in the following figure.

On average, elementary students planned and attended more ALP sessions in reading (36) than in math (30) and writing (28). Rates of attendance (79%) and hours per session (1.6) were comparable in reading and math but slightly lower in writing. Total service, as derived by multiplying the number of sessions attended by the hours per session, was higher in reading than in math, and higher in math than in writing. (Less service in ALP in writing is reasonable, since it is tested less often by the state and is not part of the system's achievement goal.)

Group size averaged around 9 students in both reading (8.8) and math (9.1) and writing (9.6). Group size had a standard deviation of about 2.7 students for reading and math and 4.0 for writing.

The instructor variable consisted of three categories for ALP, reflecting service by: a) the student's teacher (often plus others), b) another teacher only, or c) other professionals, teaching assistants, and volunteers. As shown in the next figure, students were least often taught by their own teacher and most commonly taught by teachers other than their own.

- For both reading and math, only about 12% received instruction from their own teachers. About 60% of students were taught only by teachers other than their own. Other professionals, teaching assistants, and volunteers taught slightly less than 30% of the students.

- In writing, the pattern was somewhat different than in reading and math. Students were about as likely to be taught by a teacher other than their own as by "others" [other professionals, teacher assistants, or volunteers (44%)]. Students were even less likely than in reading and math to be served by their own teacher (6%).

**Figure 28**

**Elementary Characteristics of ALP: Hours, Group Size, and Instructors**

| | Reading n=551 | Math n=498 | Writing n=235 |
|---|---|---|---|
| ***Attendance*** | | | |
| # Sessions Planned | 42.0 | 35.5 | 33.5 |
| # Sessions Attended | 36.1 | 30.1 | 28.3 |
| Attendance Rate | 79.9% | 79.5% | 77.4% |
| Hours Per Session | 1.6 | 1.6 | 1.2 |
| Total Service Hours | 47.7 | 39.5 | 27.1 |
| ***Group Size* (Average)** | 8.8 | 9.1 | 9.6 |
| ***Instructor:*** | | | |
| Own Teacher (or Own Teacher Plus Others) | n=63 (12%) | n=56 (11%) | n=15 (6%) |
| Another Teacher Only | n=334 (61%) | n=299 (60%) | n=116 (49%) |
| Others Only (School Professional, Teacher Assistant, Volunteer) | n=154 (28%) | n=142 (29%) | n=104 (44%) |

Multivariate regression models tested whether or not reading and math residuals were affected by the amount of service (number of sessions attended times the hours per session), the attendance rate, the size of the group, and the instructor. *The regression analyses showed that none of these variables were significant predictors of the reading or math residual scores.* This suggests that, within ALP in WCPSS, similar gains were shown for students served by various types of instructors, for various hours, and in varying group sizes. It must be kept in mind, however, that all students were served in fairly small groups and that the number of sessions planned for students often varied depending on need. *Since the ALP program was effective overall, these analyses provide no evidence that practices need to be changed in these areas.*

## Highest-Growth Schools

Overall, 85% of WCPSS elementary schools showed exemplary growth for Level I and II students in 2000-01, up from 80% in 1999-2000. This shows that strong growth was widespread for our lowest students, and also that strong exemplary growth will be necessary to accomplish the 95% achievement goal. We contrasted the characteristics of the 10 schools with the highest growth for Level I and II students (see the figure below) with those of the schools with the lowest growth. It is important to recognize that this is primarily a comparison between excellent schools and good ones (not poor ones). We compared both characteristics of the student bodies as well as the ALP programs based on school profiles, ABC results, and ALP feedback forms.

**Figure 29**

**Ten Highest-Growth WCPSS Elementary Schools for Level I-II Students: ABC Performance and Exemplary Growth Composites**

| Elementary School | Level I/II | | | | |
|---|---|---|---|---|---|
| | Performance Composite | Exemplary Growth Composite | Expected Growth Composite | Students in Model | % Free/Reduced-Price Lunch |
| Leesville Road | 76.50 | 2.27 | 2.76 | 30 | 8% |
| Morrisville | 77.90 | 2.08 | 2.59 | 32 | 3% |
| Davis Drive | 77.90 | 2.07 | 2.61 | 27 | 4% |
| Brooks | 74.30 | 1.86 | 2.35 | 63 | 34% |
| Green Hope | 77.20 | 1.80 | 2.32 | 10 | 3% |
| Lockhart | 77.50 | 1.78 | 2.25 | 67 | 39% |
| Weatherstone | 78.10 | 1.77 | 2.29 | 26 | 23% |
| North Ridge | 77.30 | 1.72 | 2.21 | 44 | 30% |
| Durant Road | 76.30 | 1.70 | 2.17 | 52 | 6% |
| Combs | 76.80 | 1.66 | 2.20 | 22 | 26% |

On the average, schools with the best gains for Level I and II students were more likely to:

- have lower concentrations of low income and minority students,
- provide ALP help outside of the regular school day,
- use more strategies overall,
- use frequent assessment to inform instruction, curriculum compacting, and curriculum mapping and pacing guides,
- recognize student learning and staff commitment as strengths of their ALP program,
- report fewer challenges (low schools mentioned staff recruitment and burnout more often),
- have steady attendance across the school year (with declines more common across the year in low schools).

Both high- and lower-growth schools mentioned student enthusiasm and attendance as strengths in their programs. Other similarities were the use of math manipulatives, frequent feedback to students, leveled book rooms, and individualized instruction. Both groups tended to do progress reports between the regular and ALP teacher (if not the regular teacher) informally, with periodic written summaries (with conferences at some schools). Personalized Education Plans (PEPS) were mentioned by only two schools as playing a role in this communication. Neither group extensively used special electives, extended advisory or team times, or special remediation/

enrichment times during the day. Highest-growth elementary schools were larger schools but with lower concentrations of Level I-II and low-income students, and they offered more ALP hours than lowest-growth elementary schools.

More intangible characteristics of schools, such as instructional leadership, staff enthusiasm, staff skills and experience, and student expectations also likely play a part in school success. A description of approaches in two schools with top gains as of spring 2000 is included in Attachment 5. More information on programs in top schools this year can be found in ALP Report 1 (E&R Report 01.36) and from the Evaluation and Research Department.

## *ALP 6-8*

## STUDENT ELIGIBILITY AND PARTICIPATION

Data sheets returned for individual students indicated that 66.8% of the eligible students actually participated in the program. Most of those who did not participate, received other WCPSS services. The following figure shows ALP eligibility and participation in 2000-01.

**Figure 30**

**Enrollment in ALP 6-8 2000-01**

| Grade | # Students Eligible for ALP | # Students Who Participated in ALP | % Students Who Participated in ALP |
|---|---|---|---|
| 6 | 1,515 | 1,035 | 68.3% |
| 7 | 1,733 | 1,174 | 67.7% |
| 8 | 1,218 | 774 | 63.5% |
| **Total** | **4,466** | **2,983** | **66.8%** |

Source: Instructional Assistance Data Sheets

## ATTENDANCE

*As with elementary schools, attendance rates varied greatly across middle schools overall and within the various time slots ALP was provided.* Attachment 5 shows the attendance figures by school.

ALP sessions offered during the school day had the highest mean attendance, at 88%. Saturday attendance by school ranged from 27% to 100%; the mean percentage was 65% attendance. The mean attendance percentage for after-school sessions was also 65%, with attendance ranging from 10% to 100%. The two year-round schools responding reported intersession attendance of 77% and 87%. Attendance was up slightly for all time slots compared to 1999-2000 attendance. Schools most often reported low attendance (defined as under 60%) for Saturday sessions.

**Figure 31**

**2000-01 Attendance Trends for ALP 6-8**

| Attendance | Saturday (N = 17 of 24) % of Schools | After School (N = 10 of 24) % of Schools | During the Day (N = 8 of 24) % of Schools | Intersession (N = 2 of 3) % of Schools |
|---|---|---|---|---|
| **Under 60%** | 47.0% | 30.0% | 0% | 0% |
| **60 – 69%** | 11.8% | 20.0% | 0% | 0% |
| **70 – 79%** | 17.7% | 10.0% | 12.5% | 50.0% |
| **80 – 89%** | 5.9% | 20.0% | 37.5% | 50.0% |
| **90% and Above** | 17.7% | 20.0% | 50.0% | 0% |

Source: ALP Feedback Forms

**Figure 32**

**ALP 6-8 Attendance Across Schools: Mean Percentages**

| | On School Days | | | Not on School Days | | |
|---|---|---|---|---|---|---|
| | During the School Day | Before School | After School | Teacher Workday | Saturday | Inter-session Days |
| **2000-01** | 88% | -- | 65% | 63% | 65% | 82% |
| **1999-2000** | N/A | -- | 62% | 60% | 61% | 79% |

Source: ALP Feedback Forms

## Individual Student Attendance

The attendance of individual students, as determined by the individual data sheets submitted for a sample of 1,555 students, is depicted in the following figure. The mean percentage of students attending scheduled ALP sessions for reading was 75%; for math, the mean percentage was 71%; and for writing, the mean percentage was 75%.

**Figure 33**

**Individual Student Attendance for Instructional Assistance in Middle Schools**

| Subject | # Students | Mean Percentage |
|---|---|---|
| Reading | 1,180 | 75% |
| Math | 1,070 | 71% |
| Writing | 373 | 75% |

Students needing help in reading tended to receive the most assistance. Writing help was generally provided to students already there for reading or math help. Individual student attendance at the sessions scheduled for them also varied.

## SUCCESSES AND CHALLENGES

Based on input from the ALP Feedback Form, middle schools considered the greatest success of ALP to be staff commitment (80.8%). Student learning and student enthusiasm were also mentioned as successes by 53.8% and 42.3% of schools, respectively.

Schools found the most challenging aspect of the ALP program to be student attendance (53.8%). This was less commonly mentioned by elementary school staff (23%). Recruiting staff, student motivation, and transportation were the next most frequently cited, with 34.6% of schools reporting challenges in these areas.

**Figure 34**

**Successes and Challenges for ALP 6-8**

| **Success Described** | **# Schools (N = 26)** | **% Schools** |
|---|---|---|
| Staff commitment | 21 | 80.8% |
| Students' learning | 14 | 53.8% |
| Student enthusiasm | 11 | 42.3% |
| Attendance | 10 | 38.5% |
| Transportation | 7 | 26.9% |
| Parent cooperation | 4 | 15.4% |
| Other | 0 | 0% |
| Parent involvement | 0 | 0% |
| **Challenge Described** | | |
| Student attendance | 14 | 53.8% |
| Recruiting staff | 9 | 34.6% |
| Student motivation | 9 | 34.6% |
| Transportation | 9 | 34.6% |
| Individualizing instruction | 6 | 23.1% |
| Other | 5 | 19.2% |
| Student behavior | 5 | 19.2% |
| Staff burnout | 3 | 11.5% |
| Student learning | 1 | 3.8% |

Source: ALP Feedback Form

# IMPACT ON STUDENT ACHIEVEMENT

## Growth for Students Based on ALP Participation

Level I and II students made strong growth between spring 2000 and spring 2001. Did students with needs who were served in ALP show greater growth than students not served in ALP? The answer at the middle school level is yes at grades 7 and 8.

We compared growth for students served in ALP (or ALP and another program) to those not served in ALP (most of whom were likely served in another way, e.g., exclusively through Special Education, ESL, SOAR, SOS, CIS, a private tutor, or parents). Analyses were subject specific, including only students who scored in Levels I or II in the specific subject. As an external standard, we included ABC expectations for exemplary growth for Level I and II students. ABC analyses include students with Level I or II in either reading or math in analysis of both subjects. Our analysis was more accurate in tracking improvement for those who truly had deficits, but results must be interpreted with more caution because of this difference in inclusion rules.

We checked the characteristics of students participating and not participating in ALP. Those in ALP were more likely to be low income (55% vs. 48%) and less likely to be special education (39% vs. 61%) than those not involved. We computed mean gains for each group and conducted regression analyses, which controlled for pretest scores, free-lunch status, and special education status. One caution is that the two groups may have varied in other ways as well.

As shown in the following figure, middle school students in ALP met or exceeded ABC exemplary standards in all three grades in both reading and math; those not served in ALP met or exceeded ABC standards in all areas except in grade 6 reading. These overall results are positive and point out the benefit of making assistance available to all those in need (which was not possible before ALP).

*ALP also appeared stronger than other support for middle school students except at grade 6.* Gains in both grades 7 and 8 were stronger for students served in ALP in both reading and math ($p < .05$ except grade 8 reading, which was $p < .10$). It could be because less assistance is available overall at the middle school level. In reading, it could also reflect the fact that reading is not provided as a subject on its own at the middle school level.

**Figure 35**
**EOG Scale Score Gains Based on ALP Participation**
**Relative to ABC Exemplary Standards for Level I-II Students 2000-01**

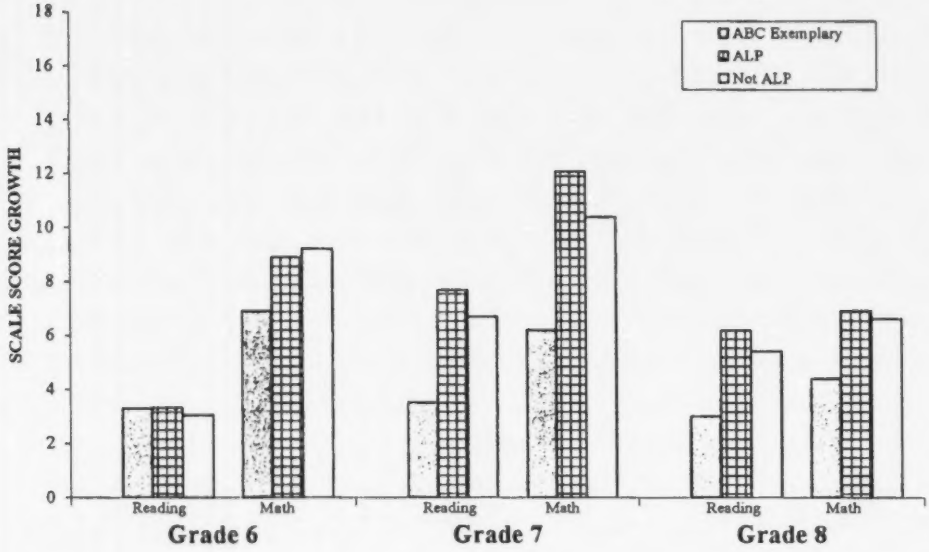



**Figure 36**

**EOG Reading and Math Gains for Students in Level I-II**
**Served in ALP 6-8 or Not Served in ALP**

| EOG Reading | Grade 6 | | Grade 7 | | Grade 8 | |
|---|---|---|---|---|---|---|
| | # Students | Gain in SS* | # Students | Gain in SS* | # Students | Gain in SS* |
| **ABC Exemplary** | **2,405** | **3.3** | **2,471** | **3.5** | **2,489** | **3.0** |
| ALP | 639 | 3.3 | 910 | 7.8 | 534 | 6.2 |
| Not ALP | 227 | 3.1 | 355 | 6.7 | 231 | 5.4 |
| All Level I-II | 866 | 3.2 | 1,265 | 7.5 | 765 | 5.9 |
| **EOG Math** | **Grade 6** | | **Grade 7** | | **Grade 8** | |
| | # Students | Gain in SS* | # Students | Gain in SS* | # Students | Gain in SS* |
| **ABC Exemplary** | **2,405** | **6.9** | **2,471** | **6.2** | **2,489** | **4.4** |
| ALP | 527 | 8.9 | 512 | 12.1 | 392 | 6.9 |
| Not ALP | 207 | 9.2 | 254 | 10.4 | 236 | 6.6 |
| All Level I-II | 734 | 9.0 | 766 | 11.5 | 628 | 6.8 |

Shading Means Group Met ABC Exemplary Growth Standard
* Gains in SS = Average Scale Score Gain 00 to 01
Note: Most students were served through another WCPSS program.

# FACTORS LEADING TO GREATEST ACHIEVEMENT GAINS

Schools had a great deal of flexibility in implementing ALP (within broad guidelines), and student gains varied considerably across school programs. We therefore examined whether student gains differed based on program characteristics. One regression analysis analyzed the impact of the time of service on student achievement outcomes, while a second explored the impact of type of instructor, hours of service, group size, and instructional approach.

## Timing of ALP Service

Schools were given more flexibility in 2000-01 to provide ALP services at least partially during the day. Roughly 75% of students received ALP help primarily outside of the regular school day in 2000-01 while about 15% were served only during the day and 8% served both during the day and outside. The regression model tested whether students were more likely to show higher standardized residual scores if they were served only outside of the school day, during the school day, or both during and outside of the school day. Overall for the middle school analysis, 447 students were included for reading and 402 for math. As the next chart illustrates, time of service did not impact elementary reading residuals, but math residuals were lower if students were served outside of the school day only (compared to during the school day only).

**Figure 34**

**Middle School: Importance of Help Outside the School Day**

| | Time of Day | N | Significance |
|---|---|---|---|
| **Reading** | Outside Only | 331 | ns |
| | During Only | 77 | ns |
| | Both | 39 | ns |
| **Math** | Outside Only | 311 | Significantly lower than During Only |
| | During Only | 59 | Significantly higher than Outside Only |
| | Both | 32 | ns |

These results suggest that ALP reading programs can be successful regardless of the time of day students are served. However, with middle school students receiving ALP help in math, it is better to provide at least some service during the day (through electives or other means). For students with needs in both reading and math, if students have time for only one elective, math may be the better choice (with reading support provided outside of the school day).

## Other Factors Related to ALP Service: Attendance, Group Size, & Instructor

In addition to examining the timing of ALP, the analysis also considered attendance, group size, and instructor. After deleting missing data across variables, 392 middle school students were included in the reading analysis, 345 in the math analysis, and 93 in the writing analysis. Descriptive statistics for attendance, group size, and instructor are shown in the following figure.

On average, middle school students planned and attended more ALP sessions in reading (33) than in math (24) and writing (31). Attendance rates were comparable in reading and math (65%) but higher in writing (77%). Hours per session (1.8) were identical in reading and math but lower in writing (1.4). Total service, as derived by multiplying the number of sessions attended by the hours per session, was highest in reading, with similar hours provided in math and writing. (We actually expected to see less service in ALP in writing than in reading or math, since ALP funding is based on reading and math, writing is not part of the system's achievement goal, and writing is tested less often by the state. However, new promotion standards include writing performance as one criterion, which may contribute to these results.)

Group size averaged about 9 students in both reading (9.5) and math (9.4) but groups were larger in writing (11.3). The standard deviation for group size was about 2.8 students in reading and math, and much larger in writing (5.5 students)

The instructor variable consisted of three categories for ALP, reflecting service by: a) the student's teacher (often plus others), b) another teacher only, or c) other professionals, teaching assistants, and volunteers. ALP students were most often served by teachers other than their regular teacher for the subject in reading, math, and writing.

- For both reading and math, only about 13% of the ALP students received instruction from their own teachers. About 70% of students were taught only by teachers other than their own. Other professionals, teaching assistants, and volunteers taught slightly less than 15% of the students.
- The pattern for writing was somewhat different from reading and math, with the type of instructor was more evenly distributed. While teachers were still most likely to be served by teachers other than their own (44%), students were also more likely to be served by their own teacher (31%) or by other professionals, teacher assistants, or volunteers (25%).

**Figure 35**
**Middle School Characteristics of ALP Time and Instructors**

| | **Reading n=392** | **Math n=345** | **Writing n=93** |
|---|---|---|---|
| ***Attendance*** | | | |
| # Sessions Planned | 42.5 | 32.9 | 37.5 |
| # Sessions Attended | 33.3 | 24.3 | 30.9 |
| Attendance Rate | 66.3% | 65.3% | 77.3% |
| Hours Per Session | 1.8 | 1.8 | 1.4 |
| Total Service Hours | 40.7 | 30.1 | 30.5 |
| ***Group Size* (Average)** | 9.5 | 9.4 | 11.3 |
| ***Instructor:*** | | | |
| Own Teacher (or Own Teacher Plus Others) | n=50 (13%) | n=45 (13%) | n=29 (31%) |
| Other Teacher Only | n=288 (73%) | n=249 (72%) | n=41 (44%) |
| Others Only (School Professional, Teacher | n=54 (14%) | n=51 (15%) | n=23 (25%) |

| | | | |
|---|---|---|---|
| Assistant, Volunteer) | | | |

Multivariate regression models tested whether or not reading and math residuals were affected by the amount of service (number of sessions attended times the hours per session), the attendance rate, the size of the group, and the instructor. The regression analyses showed that none of these variables were significant predictors of the reading or math residual scores. These results suggest that, *within ALP in WCPSS, similar gains were shown for students served by various types of instructors, for various hours, and in varying group sizes*. It must be kept in mind, however, that all students were served in fairly small groups, and that the number of sessions planned for students often varied depending on need. *Since the ALP program was effective overall, these analyses provide no evidence that practices need to be changed in these areas.*

## Highest-Growth Schools

Among the five highest-growth middle schools were two of WCPSS's three year-round schools. The top schools offered an average of 59.8 hours of ALP instruction, compared to 91 hours for the five lowest-growth schools. Four of the five high-growth schools offered mixed session types for ALP, including Saturday hours. Session attendance ranged from 50.0% (before/after school) to 100% (during the school day). All of the high-growth schools utilized a wide variety of supplemental materials, with most specifically mentioning manipulatives. The five high-growth schools had an average of 136 Level I and II students in their models; low-growth schools averaged 142.8 Level I and II students.

High-growth schools were more likely to:

- Begin their ALP programs early in the school year.
- Offer more than one session time for ALP assistance.
- Note high levels of parent cooperation with the ALP program.
- Report that the new WCPSS promotion/retention policy increased parent and student willingness to participate in ALP.
- Utilize a higher number of strategic approaches to support student success (e.g., teaming across grades for instruction, curriculum mapping, and extended advisory or team time).
- Used a greater range of supplemental materials such as software.
- Report student enthusiasm as one of the program's successes.
- Find that staff recruitment was not a notable challenge.

**Figure 37**

**Five Highest-Growth WCPSS Middle Schools:**
**ABC Performance and Exemplary Growth Composites**

| School Name | Level I/II | | | |
|---|---|---|---|---|
| | Performance Composite | Expected Growth Composite | Exemplary Growth Composite | Students in Model |
| Durant Road (YR) | 72.1 | 1.54 | 1.25 | 162 |
| Leesville Road | 69.0 | 1.43 | 1.14 | 107 |
| West Lake (YR) | 70.6 | 1.30 | 1.02 | 126 |
| Daniels | 67.3 | 1.18 | 0.90 | 138 |
| East Cary | 67.7 | 1.01 | 0.73 | 147 |

Middle schools with highest and lowest growth had approximately the same number of students participating in their ALP programs (136 students for highest-growth schools and 142.8 for lowest-growth schools), and comparable percentages of eligible students participating (68.6% for the highest and 65.8% for the lowest). Both highest- and lowest-growth schools used math manipulatives, high-interest reading materials, and learning games.

## *ALP 9-12*

Information for this section was derived from two sources: the ALP Feedback Form (a self-report survey completed by schools in May-June 2001) and WCPSS central databases of student characteristics. All of the 15 regular high schools responded to the survey, although not all responded to every item.

## STUDENT ELIGIBILITY AND PARTICIPATION

About 3,000 students were considered to be at risk because they did not score on grade level in eighth grade on the EOG tests in reading and/or math or on the 10th-grade comprehensive test. This is a low estimate, as there are many graduation requirements at the high school level. Initially, high schools were asked to focus on students who would have difficulty passing a new statewide 11th-grade exit exam. However, use of the exit exam was postponed, so schools had flexibility to serve students at risk of not graduating for various reasons. Primarily, schools served students who failed the competency test or courses required for graduation.

WCPSS high schools served at least 786 students directly through ALP funds. Four campuses did not provide this information on their ALP Feedback Form. These counts include students served through NovaNet if ALP funding was used to support their participation. The chart also shows numbers of teachers, staff, and parents served. Some schools indicated that they focused on training staff and working with parents more than on direct service to students this past year because funding was not available until midyear, which created challenges for hiring a coordinator in a timely manner.

**Figure 38**

**High School Responses to: "About How Many Members of the Following Groups Did You Serve Directly Through ALP Funds?"**

| High School | NovaNET | Students | Teachers | Staff | Parents | Other |
|---|---|---|---|---|---|---|
| Apex | | 100 | 5 | 5 | | 3 |
| Athens Drive | Y | | 93 | | 75 | |
| Broughton | Y | 30 | | | | |
| Cary | Y | 75 | | | | |
| East Wake | | 248 | 23 | | | |
| Enloe | | 30 | | | 6 | |
| Fuquay-Varina | Y | 60 | 25 | | | |
| Garner | Y | 60 | 6 | 1 | | 2 |
| Green Hope | | 25 | 8 | 1 | | |
| Sanderson | Y | 60 | 20 | | | |
| Wakefield | Y | 98 | 1 | | | |
| **TOTALS** | **7** | **786** | **181** | **7** | **81** | **5** |

Source: ALP Feedback Form
Note: Based on 11 of 15 high schools; Leesville Road, Millbrook, Southeast Raleigh, and Wake Forest-Rolesville did not respond to item.

Seven of the 15 schools also listed which students were provided more than 10 hours of service other than through NovaNET. Some of the other eight schools reported that they did not keep a record of specific student names. Of the 417 students reported, most were 9th or 10th graders, 22% were low income (i.e., eligible for free or reduced-price lunches), and about half were male and half were female (52% male,48% female). Only 2% of those served were currently or formerly receiving English as a Second Language (ESL) services; 21% were identified for special education services.

**Figure 39**

**ALP 9-12 Participation by Grade, 2000-01**

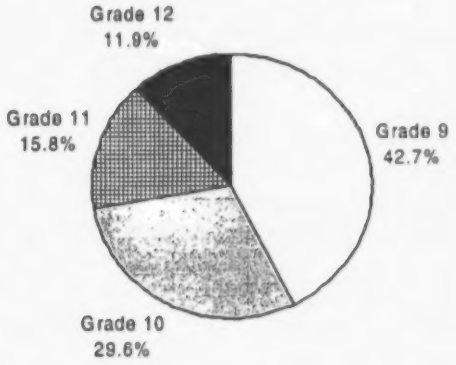



**Figure 40**

**ALP 9-12 Participation by Race, 2000-01**

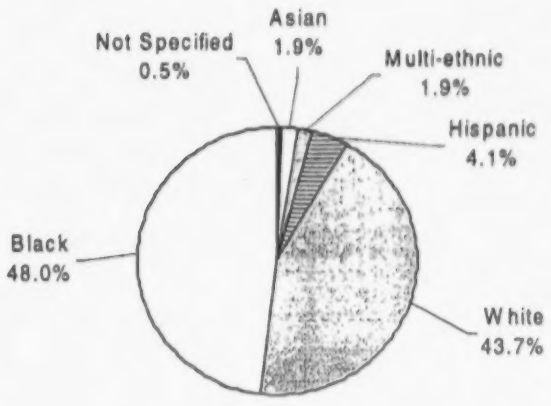
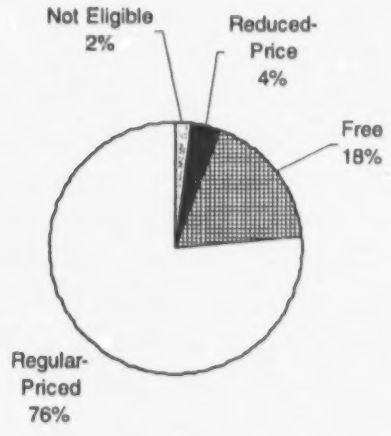


**Figure 41**

**ALP 9-12 Participation by Free/Reduced-Price Lunch Eligibility, 2000-01**




N = 417

## STUDENT ATTENDANCE

Student attendance for the extra help was fairly strong at most schools. The most common school response the question, "On average, student attendance for extra help ..." was 81-90 % of the time (cited by five of the 10 schools responding). The following table displays the distribution of responses.

**Figure 42**

**Responses to Feedback Form Question:**
**"On average, student attendance for extra help was ..."**

| Attendance Range | # Schools |
|---|---|
| 0-50% | 2 |
| 51-60% | 1 |
| 71-80% | 2 |
| 81-90% | 5 |
| 90-100% | 0 |

Source: ALP Feedback Form

## SUCCESSES AND CHALLENGES

As already reported, funding became available for the ALP 9-12 effort only midyear 2000-01. Most schools did not begin to implement the program until February or later. Accordingly, it is not surprising that most schools cited "getting up and running" as their major accomplishment. In addition, nine of the 14 schools mentioned specific positive outcomes for students, teachers, and parents. For participating students, improved confidence, attitude toward school, grades, and credits earned were mentioned. Schools reported that teachers and parents increased knowledge of ways to help struggling students. When asked what positive outcomes they anticipated from 9-12 ALP efforts, schools checked off most of the options listed (see figure that follows). Improved attendance and High School Comprehensive Test scores (a test that has been dropped) were selected somewhat less often than other outcomes.

Many of the reported challenges related to the midyear start-up of the program. Schools reported difficulty in obtaining resources and personnel and in meeting timelines.

Another reported challenge was the unanticipated difficulty of providing ALP services in a setting such as high school, where student needs differ from those of elementary or middle school students. Schools reported that the number and variety of areas in which a student may need tightly focused assistance to meet a specific requirement for graduation makes it hard to structure a program.

The full text of the responses is included in the following figure.

## Figure 43

## ALP 9-12 Reports of Accomplishments and Challenges

| High School | Accomplishments | Challenges |
|---|---|---|
| **Apex** | Start-up of a more aggressive program to help minority students achieve academic success | Structuring a program to provide services needed and help students connect with the school. |
| **Athens Drive** | Teacher growth/development from training; establishment of ongoing staff development for next 3-5 years with materials ordered. | Meeting the deadlines! Very short timeline; limited planning time; no Intervention Coordinator position next year. |
| **Broughton** | Student change | Variety of tutoring |
| **Cary** | Individual meetings with all 9th graders meeting criteria; individual meetings with 10th graders with above criteria and failing one or more courses—all showing genuine interest in wanting help, great progress in attitude towards school & grades, and were interested in structured activities. | Having students attend after-school sessions on a continual basis. A very difficult population to commit staying after school. |
| **East Wake** | Students coming back to teachers and saying how much this helped and they wished we had done it sooner. | Time constraint; would be helpful to start at beginning of school year. |
| **Enloe** | Parents being trained to tutor and help students improve reading skills; faculty involvement regarding instruction strategies. | Getting all information necessary to make wise purchases; on-time arrival of resources. |
| **Fuquay-Varina** | Being able to provide some service and to use the funds as best possible. | Obtaining and retaining coordinator; surprise deadlines for spending. |
| **Garner** | Having students regain credits, graduate, and receive promotion. | Getting parents involved. |
| **Green Hope** | Teaching basic skills for students to pass competency test; building students' confidence level, reducing test anxiety/stress level before testing; students achieving academic goals set before tutoring. | Keeping students motivated and on task; attendance at the beginning, but students soon enjoyed one-on-one interaction with tutors. |
| **Leesville Rd.** | Getting NovaNET housed and working properly in order to serve our students with more flexibility than has previously been available. | |
| **Millbrook** | Creating successful tutoring program | Student attendance/participation. More incentives needed for after-school participation. |
| **Sanderson** | Getting up and running! | |
| **Southeast Raleigh** | Were able to lower the achievement gap and heighten community awareness of the issues of the developing learner. | |
| **Wakefield** | More than half of ALP students in basic skills passed competency test in spring; 10 students gained credits on NovaNET; others improved grades and confidence. | Manpower—have excellent resources but need more one-on-one attention. |

N = 14 schools responded to this portion of the survey; Wake Forest-Rolesville High did not.

## ANTICIPATED OUTCOMES

Schools expected to see many positive outcomes from service through ALP. All schools mentioned improved grades and competency scores. "Improved Comprehensive Test scores" was the lowest (at 67%), but that test has been dropped by the state, so responses may reflect that action.

**Figure 44**

**Survey Responses to:**
**"What positive outcomes would you expect to see for most students served through ALP this year?"**

| Schools expected improvement in: | Percent Agreeing |
|---|---|
| Attendance | 75.0% |
| Course grades | 100.0% |
| Attitude toward school | 91.7% |
| Chances of graduating | 91.7% |
| Competency Test scores | 100.0% |
| 10th-grade Comprehensive Test scores | 66.7% |
| End-of-Course scores (as appropriate) | 83.3% |

## STUDENT ACHIEVEMENT OUTCOMES

Monitoring student improvement at the high school based on interventions received is more complicated than at the elementary and middle school level. There is no one test that students take that measures general reading and math ability each year. Rather, students must pass specific courses plus minimum-competency tests. Students can take a number of courses to meet specific graduation requirement, and schools sometimes use different registration numbers for similar courses, making data tracking difficult. Because ALP was implemented late at the high school level in 2000-01 and relatively few students received a great deal of service, we focused on an analysis of progress in passing the minimum-competency test this year. All high schools agreed that ALP should help students pass this test.

All high schools indicated they believed minimum-competency scores would improve as a result of service through ALP. Based on overall results, this hope was generally not achieved this past year. Of the 2,284 students listed as having failed minimum-competency requirements as of spring 2000 (and still enrolled as of spring 2001):

- Few (206 of 2,284, or 9%) were served through ALP (138 in reading and 160 in math).
- Those served were not more likely to pass the competency test as of spring 2001 than those not served (chi square of .19 in reading and .38 in math). Overall, 28-30% of those who failed minimum competency in spring 2000 passed it by spring 2001.

Some caution is necessary in interpreting these results. Students who were not in ALP may have been served in other ways at the high schools, such as minimum-competency classes or after-school tutorials from teachers. This information was not collected this past year, but more information will be available on services to at-risk students in high schools in 2001-02. We can also watch for improved pass rates in 2001-02 compared to 2000-01.

**Figure 45**

**Minimum-Competency Test Results for Students Who Had Not Passed as of Spring 2000 by Spring 2001**

| ALP Status | Fail | | Pass | | Total |
|---|---|---|---|---|---|
| **Reading** | # | % | # | % | # |
| Not In ALP | 1,081 | 72.0% | 420 | 28.0% | 1,501 |
| In ALP | 97 | 70.3% | 41 | 29.7% | 138 |
| **Total** | 1,178 | 71.9% | 461 | 28.1% | 1,639 |
| **Math** | # | % | # | % | # |
| Not In ALP | 1,182 | 69.5% | 518 | 30.5% | 1,700 |
| In ALP | 115 | 71.9% | 45 | 28.1% | 160 |
| **Total** | 1,297 | 69.7% | 563 | 30.3% | 1,860 |

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**Attachment 1**
**ALP 3-5 Participation by School**

**Source: Eligible Students: ABC Masterbuild Computer Files. Participants: ALP Rosters from Students.**

| SCHOOL CODE | ELEMENTARY SCHOOL | # of ALP Eligible Students | # of ALP Participants | Participation Rate |
|---|---|---|---|---|
| 304 | Adams E | 46 | 28 | 60.9% |
| 308 | Apex E | 76 | 54 | 71.1% |
| 320 | Aversboro E | 74 | 66 | 89.2% |
| 326 | Baileywick E | 70 | 63 | 90.0% |
| 328 | Baucom E | 82 | 63 | 76.8% |
| 334 | Brassfied E | 20 | 8 | 40.0% |
| 336 | Brentwood E | 93 | 67 | 72.0% |
| 340 | Briarcliff E | 49 | 45 | 91.8% |
| 344 | Brooks E | 81 | 78 | 96.3% |
| 352 | Bugg E | 61 | 39 | 63.9% |
| 362 | Carver E | 117 | 104 | 88.9% |
| 364 | Cary E | 115 | 87 | 75.7% |
| 376 | Combs E | 22 | 17 | 77.3% |
| 380 | Conn E | 124 | 96 | 77.4% |
| 384 | Creech Road E | 123 | 80 | 65.0% |
| 390 | Davis Dr E | 47 | 27 | 57.4% |
| 393 | Dillard E | 58 | 44 | 75.9% |
| 396 | Douglas E | 46 | 37 | 80.4% |
| 398 | Durant Rd E | 57 | 45 | 78.9% |
| 414 | Farmington Woods | 79 | 37 | 46.8% |
| 415 | Fox Road E | 105 | 88 | 83.8% |
| 416 | Fuller E | 81 | 57 | 70.4% |
| 420 | Fuquay-Varina E | 118 | 100 | 84.7% |
| 440 | Green E | 66 | 48 | 72.7% |
| 439 | Green Hope E | 14 | 9 | 64.3% |
| 442 | Hilburn Dr E | 46 | 39 | 84.8% |
| 446 | Hodge Road E | 156 | 108 | 69.2% |
| 447 | Holly Springs E | 109 | 91 | 83.5% |
| 448 | Hunter E | 84 | 53 | 63.1% |
| 452 | Jeffreys Grove E | 54 | 51 | 94.4% |
| 454 | Jones Dairy E | 65 | 45 | 69.2% |
| 456 | Joyner E | 84 | 81 | 96.4% |
| 460 | Kingswood E | 17 | 14 | 82.4% |
| 464 | Knightdale E | 140 | 121 | 86.4% |
| 468 | Lacy E | 64 | 33 | 51.6% |
| 470 | Lead Mine E | 52 | 48 | 92.3% |
| 469 | Leesville Rd. E | 40 | 24 | 60.0% |
| 476 | Lincoln Heights E | 73 | 58 | 79.5% |
| 480 | Lockhart E | 102 | 85 | 83.3% |
| 488 | Lynn Road E | 73 | 48 | 65.8% |
| 494 | Middle Creek E | 86 | 76 | 88.4% |
| 496 | Millbrook E | 71 | 52 | 73.2% |
| 504 | Morrisville E | 42 | 38 | 90.5% |
| 516 | North Ridge E | 48 | 43 | 89.6% |
| 520 | Northwoods E | 51 | 40 | 78.4% |
| 522 | Oak Grove E | 41 | 25 | 61.0% |
| 524 | Olds E | 26 | 26 | 100.0% |

**Attachment 1**
**ALP 3-5 Participation by School**

**Source: Eligible Students: ABC Masterbuild Computer Files. Participants: ALP Rosters from Students.**

| SCHOOL CODE | ELEMENTARY SCHOOL | # of ALP Eligible Students | # of ALP Participants | Participation Rate |
|---|---|---|---|---|
| 523 | Olive Chapel E | 54 | 34 | 63.0% |
| 525 | Partnership E | 16 | 16 | 100.0% |
| 530 | Penny Road E | 63 | 37 | 58.7% |
| 531 | Pleasant Union E | 45 | 36 | 80.0% |
| 532 | Poe E | 36 | 35 | 97.2% |
| 536 | Powell E | 91 | 58 | 63.7% |
| 540 | Rand Road E | 100 | 73 | 73.0% |
| 542 | Reedy Creek E | 52 | 32 | 61.5% |
| 544 | Rolesville E | 110 | 93 | 84.5% |
| 548 | Root E | 40 | 36 | 90.0% |
| 550 | Salem E | 63 | 55 | 87.3% |
| 560 | Smith E | 128 | 82 | 64.1% |
| 564 | Stough E | 42 | 34 | 81.0% |
| 568 | Swift Creek E | 97 | 88 | 90.7% |
| 570 | Timber Drive E | 61 | 56 | 91.8% |
| 572 | Underwood E | 59 | 44 | 74.6% |
| 576 | Vance E | 102 | 79 | 77.5% |
| 580 | Vandora Springs E | 71 | 49 | 69.0% |
| 606 | West Lake E | 76 | 70 | 92.1% |
| 584 | Wake Forest E | 121 | 63 | 52.1% |
| 593 | Wakefield E | 55 | 45 | 81.8% |
| 596 | Washington E | 59 | 49 | 83.1% |
| 598 | Weatherstone E | 78 | 38 | 48.7% |
| 600 | Wendell E | 97 | 80 | 82.5% |
| 616 | Wilburn E | 121 | 116 | 95.9% |
| 618 | Wildwood Forest E | 75 | 70 | 93.3% |
| 620 | Wiley E | 51 | 44 | 86.3% |
| 624 | Willow Springs E | 80 | 67 | 83.8% |
| 626 | Yates Mill E | 33 | 28 | 84.8% |
| 628 | York E | 66 | 40 | 60.6% |
| 632 | Zebulon E | 143 | 109 | 76.2% |

**Attachment 2**
**ALP 3-5 Attendance Percentages by School**

**Source: ALP Feedback Form**

| Challenged | Grant | Elementary School | before school | after school | Saturdays | teacher workdays | intersession days | during the school day | Other |
|---|---|---|---|---|---|---|---|---|---|
| | | Adams (YR) | | 54.5 | 18 | | 27.5 | | |
| | | Apex | | 90 | 40 | | | | |
| X | | Aversboro | | 85 | 60 | | | | |
| | X | Baileywick | | 95 | 80 | | | | |
| | | Baucom | | 98 | 80 | 80 | | | |
| | | Brassfield | 85 | | 60 | | | | |
| X | | Brentwood | | | | | | | |
| | | Briarcliff | | | | 62 | | | |
| X | | Brooks | | 100 | 95 | | | | |
| | X | Bugg | 30 | 70 | | 50 | | | |
| X | X | Carver | | 90 | | | 87 | | |
| X | | Cary | | | | | | 95 | |
| | X | Combs | | 95 | 60 | | | | |
| X | | Conn | 95 | 95 | 60 | | | | |
| X | | Creech Road | 80 | 80 | | | | 90 | |
| | X | Davis Drive | | 50 | 85 | | | | |
| X | | Dillard Drive | | 95 | | | | | |
| X | | Douglas | | | | | | 100 | |
| | | Durant Rd (YR) | | | | | 95 | | |
| | | Farmington Woods | | | | | | 100 | |
| X | | Fox Road | | 98 | 75 | | | | |
| | | Fuller | | 95 | 50 | | | | |
| | X | Fuquay-Varina | | | | | | 95 | |
| | | Green Hope | | | | 5 | | 95 | |
| | | Green (YR) | | | | | 70 | | |
| | X | Hilburn Drive | | | 50 | | | | |
| X | | Hodge Road | | 85 | 70 | | | | |
| | X | Holly Springs | | 90 | | | | | |
| | X | Hunter | | 75 | 60 | | | | |
| X | | Jeffreys Grove | | | 80 | | | | |
| | | Jones Dairy (YR) | | 100 | | | | | |
| X | | Joyner | | 88 | | | | 100 | |
| | | Kingswood | | 98 | | | | | |
| X | | Knightdale | | | 65 | | | | |
| X | | Lacy | | | | | | | |
| X | | Leadmine | | 90 | | | | | |
| | X | Leesville Road | | | 85 | | | | |
| | X | Lincoln Heights | | 95 | 70 | | | 100 | |
| X | | Lockhart | | 95 | | | | | |
| X | | Lynn Road | | 90 | 60 | 60 | | | |
| X | | Middle Creek | | 90 | | | | | |
| X | | Millbrook | | 98 | | | | | |
| | | Morrisville (YR) | | | | | 98 | | |
| X | | North Ridge | | 85 | | | | | |
| | | Northwoods | | 89 | 71 | | | | |
| | | Oak Grove (YR) | | | | | 12 | 88 | |
| | | Olds | 95 | 95 | 90 | 90 | | | |
| | | Olive Chapel | | 95 | 90 | 90 | | | |
| | X | Partnership | | 98 | | | 50 | | |
| | | Penny Road | | | | | | | |
| | | Pleasant Union | 98 | | 50 | 50 | | 98 | 30 |

**Attachment 2**
**ALP 3-5 Attendance Percentages by School**

**Source: ALP Feedback Form**

| Challenged | Grant | Elementary School | before school | after school | Saturdays | teacher workdays | intersession days | during the school day | Other |
|---|---|---|---|---|---|---|---|---|---|
| | | Poe | | | 100 | | | | |
| X | | Powell | 10 | 20 | | | | 50 | |
| X | | Rand Road | | 90 | 50 | | | | |
| | X | Reedy Creek | 70 | | 54 | 54 | | 77 | |
| X | | Rolesville | | 90 | 35 | 30 | | 95 | |
| | X | Root | | 99 | 60 | | | | |
| | | Salem | | 75 | 50 | 50 | | 95 | |
| X | | Smith | | 95 | | | | | |
| | | Stough (YR) | | 90 | 45 | | | | |
| | X | Swift Creek | | | | | | | |
| | X | Timber Dr (YR) | | | | | | | |
| X | | Underwood | 85 | 65 | | | | | |
| X | | Vance | | | 65 | | | | |
| X | | Vandora Spgs | | | | | | 100 | |
| X | | Wake Forest | | 90 | 75 | 50 | | | |
| | X | Wakefield | | | 70 | | | | |
| | | Washington | 60 | | 50 | | | 95 | |
| | | Weatherstone | | 45 | 40 | 45 | | 35 | |
| X | | Wendell | | 91.6 | 64.6 | 72.7 | | | 89.5 |
| | X | West Lake (YR) | | | | | 95 | | |
| X | | Wilburn (YR) | | 95 | | | 80 | | |
| | | Wildwood Forest | | | | | | 90 | |
| X | | Wiley | | | 65 | | | | |
| X | X | Willow Springs | | 85 | | | | 95 | |
| | X | Yates Mill Pond | | | | | | | |
| | | York | | 68 | 66 | 69 | | | |
| X | | Zebulon | | 90 | 77 | | | | 85.5 |
| | | **TOTAL AVERAGES** | **70.8** | **85.9** | **64.3** | **57.2** | **68.3** | **89.1** | **68.3** |
| | | Counts | 10 | 47 | 40 | 15 | 9 | 19 | 3 |

**Attachment 3**
**ALP 6-8 Participation by School**

**Source: Individual Student Assistance Form**

| SCHOOL CODE | MIDDLE SCHOOL | # of ALP Eligible Students | # of ALP Participants | Participation Rate |
|---|---|---|---|---|
| 312 | Apex M | 130 | 72 | 55.4% |
| 324 | Longview School | 25 | 7 | 28.0% |
| 356 | Carnage M | 245 | 224 | 91.4% |
| 360 | Carroll M | 224 | 126 | 56.3% |
| 370 | Centennial M | 97 | 85 | 87.6% |
| 388 | Daniels M | 178 | 78 | 43.8% |
| 391 | Davis Dr M | 120 | 102 | 85.0% |
| 394 | Dillard M | 172 | 103 | 59.9% |
| 399 | Durant Rd M | 191 | 161 | 84.3% |
| 400 | E Cary M | 156 | 105 | 67.3% |
| 404 | E Garner M | 240 | 148 | 61.7% |
| 408 | E Millbrook M | 256 | 206 | 80.5% |
| 410 | E Wake M | 360 | 188 | 52.2% |
| 424 | Fuq-Var M | 261 | 167 | 64.0% |
| 471 | Leesvl Rd. M | 130 | 67 | 51.5% |
| 472 | Ligon M | 131 | 90 | 68.7% |
| 484 | Lufkin Rd M | 53 | 43 | 81.1% |
| 492 | Martin M | 208 | 131 | 63.0% |
| 508 | Mt. Vernon M | 51 | 39 | 76.5% |
| 512 | N Garner M | 269 | 190 | 70.6% |
| 604 | W Cary M | 123 | 60 | 48.8% |
| 607 | W Lake M | 136 | 131 | 96.3% |
| 608 | W Millbrook M | 155 | 69 | 44.5% |
| 592 | W.F./R. M | 232 | 131 | 56.5% |
| 594 | Wakefield M | 63 | 53 | 84.1% |
| 636 | Zebulon M | 260 | 207 | 79.6% |

**Attachment 4**
**ALP 6-8 Attendance Percentages by School**

**Source: ALP Feedback Form**

| Challenged | Grant | Middle School | before school | after school | Saturdays | teacher workdays | intersession days | during the school day | Other |
|---|---|---|---|---|---|---|---|---|---|
| | X | Apex | | | 30 | | | 98 | |
| | X | Carnage | | 75 | 60 | | | 80 | |
| | | Carroll | | | 100 | | | | |
| | | Centennial Campus | | | | | | 80 | 90 |
| | X | Daniels | | 50 | 66 | | | | |
| | X | Davis Drive | | 85 | 40 | | | | |
| | | Dillard Drive | | | 100 | | | | |
| | | Durant Road (YR) | | | | | 77 | | |
| | | East Cary | | | | | | 100 | |
| | | East Garner | | 70 | | | | | |
| | | East Millbrook | | 60 | 50 | | | | |
| X | | East Wake | | | 70 | | | | |
| | X | Fuquay-Varina | | 50 | 55 | | | 90 | |
| | | Leesville Rd | | | 80 | 70 | | | |
| | X | Ligon | | 30 | 70 | | | | |
| X | | Longview | | 10 | | | | | |
| | | Lufkin Road (YR) | | | | | | | |
| | | Martin | | | 30 | | | | |
| X | | Mt. Vernon | | 100 | | | | | |
| X | | North Garner | | 90 | | | | 78 | |
| | X | Wake Forest-R | | | 100 | | | | |
| | | Wakefield | | 80 | 30 | | | | |
| | | West Cary | | | 45 | | | | |
| | X | West Lake (YR) | | | 65 | | 87 | | |
| | | West Millbrook | | | 27 | | | 85 | |
| X | | Zebulon | | | | | | 100 | |
| | | **TOTAL AVERAGES** | **0.0** | **63.6** | **59.9** | **70.0** | **82.0** | **88.9** | **90.0** |
| | | Counts | 0 | 11 | 17 | 1 | 2 | 8 | 1 |

**Attachment 5**
**Observations of ALP Approaches in Two Elementary Schools**

## Kingswood Elementary—2000-2001 Approaches with Level I-II Students

*Based on observation in April 2001*

**Instructional Leadership:**
The principal (Sue Sisson) encourages and provides resources to her teachers but treats her staff as the instructional experts and avoid micromanaging. She meets regularly with staff and utilizes Baldrige quality principles to ask them to self-assess through questions such as "Where do you want to go with the students?", "What approach will you use?", and "How will you know when you get there?" She finds benchmarks helpful and believes that teachers would say the same.

**School Climate:**
The principal believes her staff are stressed because of high-stakes testing but also because of Kingswood's success. With a long chain of successes in the school, no teacher wants to be the weak link in that chain or to fail to reach a child adequately. Attitude is key to ALP success at Kingswood. As one teacher put it, "No kid is permitted to fail."

When asked if the stress contributes to turnover in staff, The principal indicated that she believes that the career teacher "is a thing of the past." In her experience, teachers rarely come into teaching believing that they'll become career teachers, and they often leave after 2-3 years.

**Instructional Focus:**
Staffing: As part of Kingswood's instructional strategy for optimal growth for all students, Sue is using the school's teacher allotment to reduce class size to 14-18. Staff agreed to this approach before it was begun. As part of the staffing strategy, the principal allows vacant teacher assistant (TA) positions to remain unfilled until there is another TA position to match for a teaching position. With fewer TAs, office staff often cover when needed. There are telephones in all classrooms, helping teachers announce any needs they have throughout the day. A consistent network of part-time parent volunteers ensures that there are adequate numbers of adults to work with the lower grades. These volunteers are scheduled through each entire day. Instruction is fairly individualized all day, with some whole group lessons but a great deal of independent work. The teachers tend to act more as facilitators, working with students one at a time or occasionally in small groups. The emphasis on not relying on the teacher for all the answers was illustrated in two classrooms by the sign: "Ask three then me."

Materials: The teachers utilize EOG testlets, but not as specific items. Teachers work all week around one skill area tested, organizing activities to "bring testlets alive" through activities. One math example mentioned was cooking a recipe with the students to illustrate measurement. The principal is convinced fun must be part of learning.

At Kingswood, the emphasis in reading is on comprehension. The kinds of questions EOG asks, from main idea to inference, are infused in the learning. Teachers utilize Time for Kids magazine as a tool; students review the news weekly and look for the seven basic question types and glean information based on their comprehension knowledge.

Software and curriculum that is used: Blast Off, Soar to Success, Coach, Orchard, Math Blaster, Math for the Real World. Teachers interviewed particularly like the Orchard series. One teacher expressed a preference for software than is interesting enough to keep the students' interest but not so game-like that the instructional pace is slowed down.

Link of Assessment and Instruction: Kingswood uses the WCPSS literacy and math assessments to inform instruction as well as more informal measures. However, the principal indicated she could see how it would be difficult to fully utilize the assessments for instruction in a school with larger classes.

**Accelerated Learning Program (ALP):**
In addition to the smaller classes experienced all day long, individualized instruction is provided through ALP to the 12 students at Kingswood who scored below grade level last year. Kingswood earned only one month pay for the program based on per student allotments but reallocated other funds to stretch the program to two instructional months. Teachers are the primary instructors. ALP sessions generally begin at 3:15 each Thursday afternoon and last for an hour. Teachers have two students each and work individually with one student for half the session, while the other student works independently at the computer; then they switch.

During this observation, the teachers worked with the students predominantly on reading comprehension. Some students struggled to read aloud, and the teachers encouraged reading for comprehension rather than teaching phonetic skills. The students receive snacks prepared for them; the snacks are paid through school funds and not ALP funds.

Workbooks featured test questions, and students were encouraged to identify question types. All the work in the workbooks was done together with the teacher rather than independently. One teacher said that this was crucial, because the independent work was already proven not to be a successful strategy for these students.

Students working on the computer worked independently, predominantly (as observed on this occasion) on math skills. The software utilized in the ALP sessions reported scores and improvement over time.

## Lockhart Elementary—2000-01 Approaches with Level I-II Students

*Based on observation in April 2001*

**Instructional Leadership:**

Principal Terri Cobb utilizes data-driven and collaborative decision-making processes to work with her staff. All of the ALP instructors are veteran teachers, all take responsibility for ensuring that the program works for students. The teachers work with the neediest students while school specialists take turns with the larger group. The principal converted funds to increase the number of teachers involved from 7-8 to 13.

Three things are nonnegotiable at Lockhart: teaching the curriculum, providing remediation, and regular assessment. All ALP staff monitor students' progress constantly and address problems immediately. Early in the spring, testing showed lower reading achievement among 3rd graders, so the principal added a person to the morning to increase reading instruction to two hours a day.

Because of the integral role of parents as educators, Cobb folds parents into the teaching circle by hosting regular parent meetings, convened by grade level in an open-forum style. These meetings are open to all Lockhart parents, not only the parents of ALP students, as a preventive measure to provide the support necessary to keep future students off the ALP-eligible rolls. She sends memos to parents two or three times a month and also produces two parent newsletters each month.

**School Climate:**

The principal says that Lockhart's general climate is high-pressure, but that the teachers are very professional and believe they can meet the goal. Her perspective: "What's important in what you talk about daily is where it's going to happen." The school climate reflects this in constant discussion on best practices.

Lockhart's ESL population has more than quadrupled in the past year, increasing from 4% of the student population to 18%. The principal reports that the school's ESL population is highly mobile, and that students frequently leave school for weeks at a time. Even so, she says, "Bilingual kids have the whole world open to them. Their situation is an opportunity rather than an obstacle, and their attendance at Lockhart offers that opportunity to others." Lockhart offers parent workshops to ESL parents, and Wake Tech teaches ESL classes at Lockhart.

**Instructional Focus**:

Staffing: The ALP ratio of students to teachers is 1:10. All ALP instructors are veteran teachers. There are 27-29 TAs assigned for all grades, but they are used primarily in K-2. Staffing is supplemented by the use of volunteers; Lockhart has a number of active volunteers, thanks to a push by Knightdale's mayor for volunteers in the schools.

Materials: As part of Lockhart's instructional strategy for optimal growth for all students, The principal prefers CMS VOCATS because the testing program is teacher-friendly, training is easy to obtain, and the program can be used throughout the school, rather than at

dedicated stations. Technology has been added only recently to Lockhart's toolbox: Computers arrived in February, but software had not been installed as of May. They also utilized Blast Off, Coach, released test items, mock tests, and extra work in writing.

Link of Assessment and Instruction: The principal chooses not to call during-the-day remediation "ALP," instead focusing on basic skills for all students – double-doses of reading, small-group work, and constant monitoring to catch problems early. Teaching stays close to the curriculum, and regular assessment tells teachers when there are needs for additional focus. Expectations are high, and proven staff and administrative flexibility allows those expectations to be nonnegotiable, even as the ways to meet those expectations adapt to the changing needs of students and the strengths of the staff.

**Accelerated Learning Program (ALP):** Seventy students qualified as ALP-eligible are served through Lockhart's ALP program, and an addition 60 low-Level III students also receive ALP services. Remediation is offered throughout the day, but is not referred to as "ALP." Schedules are established centrally, and there are no pullouts at core instructional time. Teachers sometimes pair for skills.

The after-school ALP program meets once a week for an hour. Students in small groups move through "stations" that focus on specific skills. In one classroom during this observation, a teacher with 35 years of experience worked with a group of 7 students on time-telling skills. (All ALP teachers are certified, and most have more than 20 years of experience.) She utilized manipulatives and concentrated on comprehension and the link between analog and digital methods of telling time. They worked on this for 10 minutes, then move to another classroom for a lesson on poetry elements. Although each classroom has a computer, instruction is not technology-based and instead is teacher-intensive.

Movement of the students through the stations is a challenge; next year, the teachers may move from classroom to classroom rather than the students.

Student volunteers from East Wake high school assist with ALP, mostly in the higher grades.

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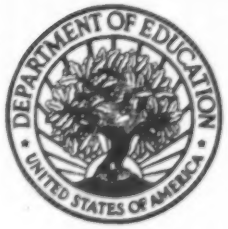


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